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ABSTRACT

Library-based parent resource centers are an innovative way of providing important parenting information to families, for promoting early identification of developmental needs in preschool children, and for identifying community resources available to address these needs. The centers facilitate information and resource sharing among community agencies around parenting and developmental disability issues. This guide is designed for library staff interested in initiating or expanding parent resource center services in their community library. Each chapter provides information that will support the development of programs that: (1) help parents and professionals obtain a wealth of information on pregnancy, parenting, and child development and developmental disabilities in young children; (2) strengthen cooperative efforts with community service agencies and advocacy groups; and (3) increase positive visibility and support for libraries. The seven chapters are: "Introduction"; "Getting Started"; "Establishing Services"; "Engaging the Community"; "Training and Technical Assistance"; "Evaluation"; and "Making It Happen: Resources Needed to Develop Programs." The five appendices are: "Profiles of DDPC [Developmental Disabilities Planning Council] Funded Library-Based Parent Resource Centers"; "Sample 18-Month Timeline for Implementing a Library-Based Parent Resource Center"; "Reading Lists on the Development and Implementation of Library-Based Family Support Services"; "Sample Forms"; and "Guiding Principles for Parent Education and Support Programs." (MAS)

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LIBRARY-BASED PARENT RESOURCE CENTERS: A GUIDE TO IMPLEMENTING PROGRAMS



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DEVELOPMENTAL DISABILITIES PLANNING COUNCIL**

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Dear Friend:

In 1993, the New York State Developmental Disabilities Planning Council (DDPC) funded eleven innovative parent resource centers in libraries and library systems across New York State. These multifaceted programs have been effective in providing information to parents and professionals on issues including pregnancy, parenting, child development and developmental disabilities affecting young children.

Here are some of the ways that parent resource centers have been of assistance:

- A mother of a child diagnosed with autism found new information on parenting a special needs child in the parenting book collection and at educational workshops sponsored by the parent resource center. She described seeing her son's social skills improve after attending special workshops for children at her local library over several months.
- A parent learned that her daughter had a hearing deficit at a screening clinic cosponsored with the Educational Direction Center (EDC) at the library. EDC staff assisted her to schedule appointments at an audiology clinic and library staff helped her to identify other agencies that offered services needed by her family through the community resource directory developed by the resource center.
- A young couple with developmental delays attended the library's parent/child workshop with their two year old son to improve their parenting skills.
- A pediatrician referred parents to the library's resource center to obtain additional information about a developmental disability she suspected their child to have.

Parent resource centers have also helped libraries to respond to community needs. For example, some resource center programs incorporated outreach efforts to engage and serve groups in the community who were not regular library users. These included people who were economically disadvantaged, people whose home language was not English, and pregnant and parenting teenagers. The libraries also were able to provide an array of services to assist families in developing positive parenting skills including interactions that promoted reading readiness. Staff became increasingly aware and confident in assisting families with children with disabilities.

As a result of partnerships with community service providers and advocacy groups, libraries became more integrally involved in community initiatives addressing parenting issues. These collaborative efforts and network- building activities with organizations promoted use of the library in general as well as the parent resource center. Libraries improved their relationships within the community even where they had been strong.

Parent resource centers have become programs of great value to their libraries. However, the energy and resources required to establish such programs is significant and needs to be planned for in expanding or initiating projects. This guide has been designed to assist library staff interested in developing parent resource centers to anticipate the challenges and to incorporate into their own efforts the best practices drawn from the DDPC demonstration projects.

We hope that you will find this guide useful and that you will want to share it with others. We now know that parent resource centers can help libraries realize their missions, meet significant needs, and gain increased recognition and support throughout the community. We trust that your future involvement with a parent resource center will meet with great success.

Sincerely,

A handwritten signature in cursive script that reads "Isabel Mills".

Isabel Mills
Executive Director
NYS Developmental Disabilities
Planning Council

A handwritten signature in cursive script that reads "Susan Keitel".

Susan Keitel
Executive Director
New York Library Association

LIBRARY-BASED PARENT RESOURCE CENTERS: A GUIDE TO IMPLEMENTING PROGRAMS

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We also wish to acknowledge the Council of the New York Library Association, particularly its President, Sandra Miranda, for encouraging NYLA to undertake this statewide project to evaluate the library-based parent resource centers and develop the replication guide.

We also appreciate the help of Ann DePasquale who provided administrative support to the project and did the desktop publishing of this report and Catherine Minnery for her help with layout and design.

WITH SPECIAL THANKS . . .

The New York State Developmental Disabilities Planning Council (DDPC) and the New York Library Association (NYLA) wish to recognize the work of the New York State Education Department's Division of Library Development (DLD) for the leadership and encouragement provided by the DLD staff from the very inception of this program. DLD was a very important partner in developing and demonstrating how libraries can work to assist and support parents and families. We are particularly grateful for the personal determination, vision, and assistance of Roberta Cade and Carol Sheffer and for the concurrence of Joseph Schubert and Sara McCain. For this, we thank each of them.

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I. INTRODUCTION

Library-based parent resource centers are an innovative way for providing important parenting information to families, for promoting early identification of developmental needs in preschool children, and for identifying community resources available to address these needs. The centers facilitate information and resource sharing among community agencies around parenting and developmental disability issues. They have become a source of pride for libraries and for their communities.

This guide is designed for library staff interested in initiating or expanding parent resource center services in their community library. Each chapter provides information that will support the development of programs that:

- help parents and professionals obtain a wealth of information on pregnancy, parenting, child development and developmental disabilities in young children;
- strengthen collaborative efforts with community service agencies and advocacy groups;
- increase positive visibility and support for libraries.

The strategies, lessons and experiences described in this guide were identified in an evaluation study of eleven diverse library-based parent resource centers that are now underway in rural, urban and suburban communities across New York State. This evaluation study and the projects themselves were funded by the New York State Developmental Disabilities Planning Council.

We hope that you find this guide helpful in establishing your own library-based parent resource center.

Background: *The DDPC Projects*

Strengthening local services that support families is a New York State government policy priority. The New York State Developmental Disabilities Planning Council (DDPC) learned from consumer input sought for the development of its 1990 report to Congress, *Partnerships for Changes and Choices*, that parents of children with special needs often turned to community libraries to find information if they suspected that their children were having problems or if they needed to understand more about a disturbing report about their child. Though libraries were outside the traditional service delivery system, DDPC recognized that these local resources were accessible and neutral sources of information. Library staff were service-oriented while respectful of patrons' privacy. Further, library staff were experienced in welcoming families to their facilities.

DDPC saw the opportunity to address parenting concerns through libraries. Accordingly, DDPC sought the early involvement of the New York State Education Department's Division of Library Development (DLD) which provides funding and assistance to the State's 23 public library systems. DDPC funded a librarian in DLD to work with a library outreach services specialist on project activities. These staff, with guidance of a 15-member project advisory council, worked on a variety

of planning activities including the preparation of a bibliography of print and audiovisual materials entitled: *Parent Resources on Prevention and Early Intervention of Developmental Disabilities: A Buying Guide*. They also helped disseminate information about the request for proposals for the DDPC grant and assisted in establishing selection criteria. In addition, DLD prepared an evaluation guide for the parent resource centers.

In 1992, DDPC funded eleven library-based parent resource center projects to make it easier for families to obtain parenting information and to promote prevention of, and early intervention for, developmental disabilities. A total of 19 local libraries participated in this effort. Six projects received mini-grants of \$5,000 and five received major grants of \$50,000. The mini-grants were funded for 12 months each and the major grants for 18 months. Descriptions of the parent resource center activities can be found in project profiles in Appendix A.

Middle Country Public Library, widely recognized for its innovative programs for families and originator of the Parent/Child Workshop, was awarded a grant by DDPC to conduct regional training institutes and provide technical assistance to the projects throughout their implementation.

In 1993, DDPC funded the New York Library Association (NYLA) to evaluate the effectiveness of these eleven projects. The evaluation report and this replication guide are products of this grant. (See inside the front cover for ordering information.)

What is a **Library-based Parent Resource Center?**

Library-based parent resource centers provide comprehensive parenting services to families, caretakers and professionals in their communities. These services can include:

- core collections of resources such as books, videos, magazines, pamphlets and other educational materials on parenting issues;
- information and referral services that connect patrons to resources and organizations that offer additional information and assistance on specific issues;
- educational programs for groups ranging from interactive workshops for parents and toddlers to seminars for adults;
- collaboration with organizations and advocacy groups interested in strengthening parenting resources in their communities; and
- outreach activities to engage and serve individuals who have parenting education needs from community groups underserved by libraries.

While every library will establish its own unique parent resource center--one that furthers its organizational mission, responds to local needs and reflects the resources available to establish services--there are important attributes common to all library programs.

Parent resource centers are inclusive. They serve the community as a whole while addressing specific needs identified by families with or at risk of having children with developmental disabilities. Programs are designed to be non-stigmatizing. All families are welcomed and encouraged to participate in the varied activities offered. For example, parenting collections include subjects of interest to all parents such as general and skill-building information on parenting and child development. Information on preventing or addressing disabilities in young children is integrated into

the parenting collection, enabling families with special needs to find these materials easily and, if desired, anonymously. Integrated collections enable people to browse for resources without feeling embarrassed, uncomfortable or apart.

Collaboration with other community organizations and advocacy groups is key to establishing parent resource centers. The networks that staff build with service providers, advocacy and support groups facilitate community awareness and use of the library's program. Community networks help library staff to identify and recruit participants, particularly from groups that may not be familiar with libraries but who need parenting information, and assist in resource identification for the parenting collections. Additionally, collaboration can result in resource sharing that enables libraries to increase the breadth and quality of the services they offer. Collaboration is essential for establishing parent resource center services responsive to community need, and should be initiated as early as possible in a project.

Parent resource centers are intended to be comprehensive programs. A library initiating rather than expanding a resource center program should anticipate that start-up activities and program implementation will require two years to be accomplished. A sample timeline for initiating a multifaceted parent resource center is provided in Appendix B.



How to Use this Guide

This guide is designed to be a reference tool for you throughout the development of your parent resource center. The chapters that follow discuss specific components of parent resource centers, common implementation activities such as publicity, and samples of material developed in the DDPC projects. The guide also examines issues and challenges that you will need to consider in shaping a project to your own community's needs. Reading lists compiled by the Middle Country Public Library addressing the development and implementation of library-based family support services is included as Appendix C. These lists were developed for participants at training institutes conducted by Middle Country staff for DDPC grantees.

You will want to talk with others in your library about ideas or questions the information in this guide provokes. We strongly encourage you to share your ideas and concerns with parent resource center staff working in other libraries. Once you have embarked on setting up a program, the strategies, examples and sample materials presented in the guide will help you to establish services and evaluate your progress.

II. GETTING STARTED

The decisions you make as you initiate planning for your parent resource center will have far-reaching consequences. Involving stakeholders (library staff, service providers, and members of the target audience) in these early efforts will assist you to establish a program that is responsive to your community's needs and that furthers your library's own mission. Their involvement will also help you to develop a shared vision of the parent resource center that will be critical for successful program implementation.

The steps discussed in this chapter will help you lay the necessary groundwork for building an effective program. These steps include:

- Articulating the link between the library's mission and the parent resource center
- Securing top level support
- Building the parent resource center team
- Establishing goals, objectives, and timeframes
- Selecting Space for the Resource Center
- Considering evaluation options
- Visiting other parent resource centers

Articulating the Link between the Library's Mission and the Parent Resource Center

Parent resource centers can help advance a library's goals, such as reaching underserved members of the community or responding to the needs of families. If the program is seen as helping the library achieve its goals it will be well positioned to obtain the support necessary to initiate and institutionalize parent resource center activities.

The DDPC projects caused library routines to change and resources to be reallocated. Many coordinators reported that there were times when some library staff questioned these changes: "Why are we being moved?" "Why am I being asked to take on additional responsibilities this month?" Explaining in formal and informal settings how parent resource center activities serve the library, not just the project team or program participants, will help minimize resistance to change. In fact some DDPC projects reported that as the connection to the overarching goals of the library became clear, unanticipated support and resource identification resulted from staff at all levels within the library.

It is particularly important that those individuals who will make decisions regarding the on-going activities of the program understand how the efforts of the parent resource center can move the library mission. Boards of Trustees, Friends of the Library, and department directors are among those who need to be kept informed of the benefits that accrue to the library as activities are implemented.

Your Board of Trustees may be more open to providing financial and programmatic support to a parent resource center project if they perceive its significance as a vehicle for achieving larger library goals. The parent resource center should be presented to them as beneficial to the library as a whole.

Securing Top Level Support

The support of the library director and other key administrators is crucial at all stages of the project. They should be involved in planning efforts so that they both contribute to and share in the program vision. Keeping them informed about activities will sustain their commitment to the program.

The library director is likely to be the person who initiates or approves the proposed plan to develop the library resource center, introduces the project to the Board of Trustees, oversees proposal development for outside funding, and mobilizes needed resources. Tasks pertaining to resources may include identifying matching funds, securing collaboration agreements with community agencies, reallocating staff, and reprioritizing library activities. Executive level staff should visit other programs with other key staff who will be assigned to the project during the initial phase of the project. Not only will it be helpful for them to see a project in action, it will also help them consider the kinds of institutional resources necessary for such a project.

Once the project is underway, the director will likely be called on to address barriers that may emerge and to advocate for the parent resource center. For example, one of the DDPC projects needed funding to bridge the end of one parent resource grant and the commencement of another. It was the director who successfully sought interim outside funding to keep the program operating.

During the DDPC projects, library administrators were often asked to re-examine library policies and practices prompted by parent resource center experiences. One DDPC project reaching out to low income families discovered that parents were hesitant to use the library if they had outstanding library fines they could not afford to pay. An amnesty policy was instituted to re-engage them as library patrons. The library director of another project changed the policy concerning the number of days parenting video tapes could be borrowed in order to respond to the needs of parents with limited access to transportation.

Finally, top level staff will be responsible for committing on-going resources to the parent resource center whether through outside funding and/or operating funds.

"You have to have a sympathetic administrator."

*A Parent Resource
Center Coordinator*

Building the Parent Resource Center Team

Implementing a parent resource center takes teamwork because it is an interdisciplinary effort requiring a variety of skills and talents. The internal library team should include the library director, the project coordinator, and library staff from those departments that will be most actively involved in the parent resource center such as the children's, adult, reference, media, and public relations departments. It should also include service providers and members of groups to be served.

The Parent Resource Center Coordinator

As program catalyst, the coordinator is the person supervising day-to-day project activities. It is important that the coordinator have the authority to call the team together for meetings and oversee project activities. In the DDPC projects, some of the coordinators in the smallest libraries were actually the library directors. In larger libraries the coordinators were either reassigned from other positions within the library or hired from outside. Some were librarians while others were professionals drawn from related fields such as health education and social work. Attributes including strong interpersonal and team-building skills as well as a strong commitment to serving families were also crucial to this role.

The following list contains the key characteristics that a parent resource center coordinator should demonstrate. While a single candidate may not have all of these attributes, she/he should be interested in building strengths in all areas.

Knowledgeable about Libraries

- knows how libraries function
- knows about collection development
- knows how to access information

Knowledgeable about Pregnancy, Parenting, Child Development and Developmental Disabilities

- has professional expertise in one or more of these areas
- has worked with parents on these topics
- knows the provider systems that serve the center's target groups
- is familiar with the principles of parent education and support programs (see Appendix E)

Team Builder

- is an active and responsive listener
- can motivate team members
- helps team set achievable goals and objectives
- works to solve problems
- celebrates team accomplishments

Oriented to the Community

- demonstrates knowledge of and commitment to the community
- respects cultural differences and is committed to providing services that are culturally sensitive
- serves on boards of directors of community organizations and feels comfortable interacting with community leaders

A Program Ambassador

- is likeable and a good program advocate
- has enthusiasm and good communication skills

Skilled at Resource Development

- has written grant proposals
- knows how to raise funds or solicit in-kind contributions from service organizations or individuals

Other Library Staff

We recommend establishing an inter-departmental parent resource center project team within the library as early as possible, preferably during the planning stages. A team will be able to pool expertise and resources to build an effective project. They will be able to anticipate problems and join together to solve them. In large libraries team members will help disseminate information about the center to other staff in their departments. Then, when patrons request information on parent-related topics, all staff will be knowledgeable about the library's resources and services.

The team should include representatives from each department that will play a role in the center. In addition, parent resource center teams may include others such as the library director, department heads, or clerks. When establishing the team, it is also important to consider the attributes of the person beyond their role in the library. Can they build bridges with community providers? Do they already volunteer their time or work part-time in community-based service organizations? Can they help the library provide culturally appropriate programming or can they assist the library to gain access to a target population? Do they have children with special needs? Are they enthusiastic about this project?

Committed and knowledgeable staff are a resource to the project and their efforts are essential to success whether or not they serve on a project team. Efforts should be made to seek input from library staff members, offer in-service training, invite staff to events such as open houses and parent workshops, and keep staff informed about resource center activities at staff meetings or through library newsletters.

Community Input

Planning should be done in collaboration with members of the community representing the service providers and patrons the project is meant to serve. Their input will help you better define the intended target population and alert you to services already available to them so that you can avoid duplication. Having an ally from the community early in the planning process can help you offer the types of services that will be most appropriate to the target groups. They can also sensitize

you to barriers the target population may experience in the areas of scheduling, transportation, and babysitting that may affect program attendance if not addressed. Community input can be gained in a number of ways--through personal contacts with a local service provider organization, through focus groups with community members, and through a formal advisory committee.

Establishing Goals, Objectives, and Timeframes

Developing project goals and objectives is an essential activity. Once articulated by your team, they will enable you to clearly communicate to others the purpose of the project and the way it's to be accomplished.

Goals broadly state what the project intends to achieve. An example of a goal statement is the one that DDPC developed for their library-based parent resource center initiative:

- The goal of the library-based parent resource center initiative is to prevent the occurrence of developmental disabilities and/or meet the needs of persons with developmental disabilities and their families.

Objectives express the measurable ways that a project proposes to achieve its goals. The following are examples of objectives from DDPC library-based resource center proposals:

- Purchase and catalogue a core collection of multi-media materials on parenting, prevention, child development, inclusion in educational settings, and developmental disabilities within four months.
- Prepare three annotated bibliographies of library resources on topics covered in parent workshops that will be handed out during these workshops and made available in the parent resource center.
- Conduct two parent/child workshop for 20 families with children having special needs in the spring and the fall.
- Produce an informational brochure about the parent resource center--its materials, programs, services and staff--within six months. Brochures will be placed throughout the library and distributed widely to all local agencies serving the target populations, appropriate government offices, and private providers such as pediatricians.

Objectives are a blueprint for project activities. They should be "in writing" so you can go back and check how you are doing. The achievement of objectives provides staff with a sense of accomplishment. If obstacles occur during program implementation, staff should make midcourse corrections in the program and can reconsider whether objectives need to be revised in light of what has been learned.

Once your team has established the project's goals and objectives, the next step is to develop a timeline. The timeline will reflect your internal projections for the timing of activities. Timelines help you anticipate when things should happen to keep the project running smoothly. Sharing timelines with others will inform them of upcoming activities and let them know what to expect. Because timelines are a planning tool, they may need to be adjusted if the project experiences delays or if tasks are completed ahead of schedule. Therefore, they should be updated when needed. The project

coordinator should refer to the timeline periodically throughout the course of the project not only to plan next steps but to review progress to date.

A model timeline for establishing a parent resource center is included as Appendix B and was developed from suggestions by DDPC grantees about the most appropriate points in time for conducting their project activities. Timelines for any individual project will reflect the scope of work to be achieved, and possibly, timeframes imposed by funding sources.

Selecting Space for the Resource Center

Try to locate your parenting collection in a well-marked, specially designated space within the library. DDPC resource centers found it beneficial to situate the center adjacent to the children's section so that parents can keep an eye on youngsters while browsing for the information they need. Toys, available near parenting collection shelves, keep young children happily occupied while parents browse. Parents will be appreciative if you have a playpen for toddlers.



In addition to books, parent resource center space should include display racks for periodicals and bulletin boards with notices from community organizations as well as other library programs for children. File drawers are needed for articles, pamphlets, handouts, and other such materials.

Library coordinators had different opinions about the best location for parenting videos; parenting videos were either located with the parenting collection or with the general video collection. Bibliographies of the video collection were generally available if the videos were located elsewhere in the library.

Considering Evaluation Options

Evaluating your parent resource center project will help you:

- learn the extent to which the activities you have undertaken are effective in achieving your goals and objectives;
- document your successes for library boards, the community, and funders.

Evaluation should occur during program implementation and at the conclusion of each year. Early feedback from the implementation stage of a project is useful for redesigning project activities, if needed, to better meet patron needs. But deciding what to evaluate requires planning at the early stages of a project.

Evaluation needn't be onerous. For example, evaluation of project activities by those who attend workshops can be obtained on simple one-page forms. Other information that can be used for evaluation may already be collected on the library's information system. Data should never be collected unless it will be useful.

Developing a plan for evaluation before program activities begin is important in order to establish the expectation that activities will be evaluated and to involve staff in brainstorming about reasonable ways to measure effectiveness.

Evaluation plans may be required in proposals submitted to funding sources but are a good idea even if optional. The following are some of the questions the project team should consider during the planning stage prior to the development of a written evaluation plan.

- What kind of information will I need in order to know whether this project reaches its objectives?
- What kinds of information would be most compelling to audiences that will play a role in ensuring continuation of the parent resource center (such as trustees, community leaders, or potential funders)?
- What data does my library already collect that can be useful for this project's evaluation?
- What staff or volunteers in my library are available to assist in evaluation?
- Are there outside resources that can help with evaluation (e.g. community members with expertise in evaluation who would be willing to donate some time for consultation, or student interns who could take on some evaluation activities)?

Guidance for evaluating your parent resource center is discussed more fully in Chapter VI of this guide.

Visiting Other Parent Resource Centers

Early in the planning stage, the coordinator and as many other key staff as possible, including the library director, should visit an existing resource center. Touring another program can help clarify the direction a library's proposed program will take. Staff may decide to replicate the program they see or they may want to adapt certain aspects of it to better meet the needs of their own community. It will be motivating to talk to colleagues who have experienced success and beneficial to learn from their experiences. Visits also provide an invaluable opportunity to examine videos, books, and other materials particularly those from small presses or in languages other than English.

You will also want to call existing programs to discuss your proposed activities and ask questions throughout the project. By drawing on the experience of others, you can avoid "reinventing the wheel." Staff can learn first hand what did and didn't work for other sites and the reasons why.

Profiles of the DDPC projects and contact persons have been included in Appendix A. Reviewing these may help you identify programs that might be of interest to call or visit. Criteria for deciding which of the existing library-based parent resource centers to visit may include the geographic proximity of the library, similarity of the program goals and objectives to yours, similarity of the target population, or interest in seeing the most comprehensive program in order to see a wide range of options and materials.

III. ESTABLISHING SERVICES

The major services provided in library-based parent resource centers include access to a comprehensive collection of print and nonprint materials, educational programs ranging from interactive workshops for parents and children to seminars for parents, and information and referral services to help patrons connect to community-based service providers. While each library's offerings will reflect staff assessment of community need as well as the availability of library and community resources, all libraries initiating resource centers strengthen their parenting collections and increase their informational materials about community service providers.

Whatever the constellation of services your library will choose, remember that library staff attitudes toward the target population and the manner that services are delivered can be as important as what is actually offered. A set of principles of family support developed by the Family Resource Coalition is included in Appendix E. These guidelines underscore the importance of programming that builds on family strengths, offers a family-centered approach to services, and involves members of the target community in the provision of culturally and linguistically appropriate services.

This chapter includes information on:

- Building A Parenting Collection
- Offering Educational Programs
- Providing Information and Referral Services

"The parenting workshops are informative as are the many books and magazines. I'm glad everything is free and am grateful that we have this in our community."

*A Parent Resource
Center User*

Building A Parenting Collection

Parent resource center collections may contain information on a range of topics such as pregnancy, parenting, child development, and developmental disabilities. The collection can convey this information through a wide array of print and nonprint materials--books (for children and adults), videos, periodicals, pamphlets and brochures, catalogs, bibliographies, service directories, toys, and audio cassettes.

DDPC projects stressed the importance of building inclusive collections--shelving books on developmental disabilities together with other parenting books so that parents can browse without feeling stigmatized when looking for information on special needs. By shelving books together, parents are also able to find books about their general parenting concerns regarding the child with special needs and siblings. One project consciously included books on names for babies as "bair" to bring expectant parents to the collection.

Weeding Your Collection

The first step in building a parenting collection will be to weed your current collection of outdated or inaccurate information. The following were some of the considerations used by DDPC projects for the weeding process:

- **Publication Date**-Books older than 5 years were considered outdated unless they were classics in the field (e.g. Dr. Spock books). Books should be even more current if the field has recently moved ahead, as is the case with Attention Deficit Hyperactivity Disorder.
- **Topic**-Collections tended to include books containing general information on pregnancy, parenting, child development, and coping with developmental disabilities. Highly technical or medical/scientific were usually shelved in other parts of the library. Some coordinators wanted their collections to be upbeat, and chose to exclude books on infertility, death and dying, or, in some cases, divorce, from the special parenting collection.
- **Target Age Group**-Some collections were restricted in focus to infants and young children while others included information about adolescents and coping with the transition to college.

Adding New Materials

The second step in setting up a collection will be to obtain new materials. You will want to select books that meet the needs of your community generally and your target audience, specifically. The most popular general topics across DDPC projects were pregnancy and prenatal care, coping skills for parents, building self-esteem in children, positive discipline, toilet training, advocating for special needs children in the educational system, Attention Deficit Hyperactivity Disorder, and sexuality education.

To meet the needs of specific target groups, several DDPC projects advised purchasing more videos. Videos were popular both with populations having low reading levels as well as educated parents with limited time to read. Purchasing many low literacy/high interest books was also recommended. Projects reaching out to patrons whose home language was not English made sure that their collection contained books, magazines, and pamphlets in the appropriate languages. Projects also advised delaying some purchases until library staff had the opportunity to obtain input from resource center users.

Sources of Information. There are many good sources of information for print and video parenting materials for your collection. These sources include: bibliographies (see box), book and video reviews in journals, lists generated by direct service providers or task forces, recommendations from schools and programs for children with special needs, and parents. The DDPC-funded projects will also be a very good source of information about collections. Most have developed bibliographies of books in their collections, sometimes by topic. Several projects have developed expertise in locating books for special target populations such as parents with low literacy levels and parents who read languages other than English. (See Appendix A profiles.)

Parents can make helpful recommendations and often donate books, pamphlets, and other materials they no longer need. Forms located in Appendix D were used by the Mid-Hudson Library System to obtain ratings and recommendations for books and videos from community service

providers. Another form from the Mastics-Moriches-Shirley Community Library which is included in the appendix was used to obtain suggestions from parents for additions to the collection.

Videos. It is important to select videos carefully since they are very expensive, sometimes costing several hundred dollars. Service providers may be able to supply you with a list of titles they would like to use with program participants or for in-service training programs. Having members of the target audience and/or service providers preview videos is another way to increase your chances of making good selections.

Some of the DDPC projects purchased videos at lower costs through buying consortia with the assistance of their library systems. Others libraries found that they could bargain with retailers directly. One of the DDPC projects was loaned videos worth approximately \$7,000 by the regional pre-natal services network because the network considered the library, which is open seven days a week, a more effective and accessible distribution point than their own office.

Vertical Files. Most of the DDPC-funded libraries developed vertical files containing articles, pamphlets, brochures, catalogues, and other such materials. A list of topics compiled by Middle Country Public Library in *The Parent/Child Workshop: A Program Handbook* were helpful for organizing the files. Developing the files and keeping them current was considered to be quite time-consuming; some coordinators felt it worth the work whereas others were unsure. Vertical file development was considered a good project for student interns or volunteers.

Computer Databases and the Internet

Parent resource centers with computer capabilities should consider purchasing computer databases such as *MedLine* and *ERIC* containing references to up-to-date information published in professional journals and books. One of the DDPC projects that purchased both of these databases sends requests for copies of articles requested by parents to the librarian at a local hospital that subscribes to many of the periodicals. Articles are generally faxed back to the library within a day.

In the future, technology will make information more accessible to individuals who have access to the Internet. The library will play an essential role in providing that access to individuals without computers at home or work. Staff of one DDPC project are actively working on establishing an electronic "discussion group" through a computer network to connect parents with area professionals (such as a pediatrician and a child development specialist). Parents will also be able to talk with each other about their experiences and concerns.

RESOURCES

Bibliographical Resources

New York State Library, Division of Library Development. *Parent Resources on Prevention and Early Intervention of Developmental Disabilities: A Buying Guide*. Albany, NY, Revised Edition, 1993.

This annotated bibliography of print and audiovisual materials was developed specifically for the DDPC library-based parent resource center projects. Copies can be obtained from the New York State Library, Division of Library Development, Room 10B41, Cultural Education Center, Albany, NY 12230, (518) 473-1734 or the New York State Developmental Disabilities Planning Council, 155 Washington Avenue, 2nd Floor, Albany, NY 12210, (518) 432-8233 or 1-800-395-DDPC.

Jordan, Barbara A. *Parent Collections in Public Libraries: A Manual for Collection Development*. Centereach: Middle Country Public Library, 1993.

Prepared specifically for DDPC-funded library-based parent resource center projects, this manual contains information on reference books, periodicals for parents, sources of print and non-print materials, Spanish language resources, infant kits, and vertical file subject readings. Copies of this manual can be obtained from the Middle Country Public Library 101 Eastwood Boulevard, Centereach, NY 11720, (516) 585-9393.

Jordan, Barbara and Stackpole, Noreen. *Audiovisual Resources for Family Programming*. New York: Neal-Schuman Publishers, 1994.

This resource guide contains an annotated description and source information on more than 1,700 nonprint items on the topics of pregnancy, parenting, child development and child rearing. In addition to its extensive directory of videotapes, the guide also lists games, kits, audio cassettes, workshop and program curricula. Listings also cover materials addressing specific health and disability issues as well as information about parenting a child with special needs. Copies of this guide can be obtained from Neal-Schuman Publishers, 100 Varick Street, New York, NY 10013 for a cost of \$29.95.

O'Brien, Judy. *Books for Parents of Children with Special Needs: A Buying Guide for Small Libraries and Branches*. The Palmer School of Library and Information Science, Spring 1993.

This guide was prepared as an independent study project in conjunction with the Library-based Family Support Services Institute at the Middle Country Public Library and can be obtained by from the Middle Country Public Library 101 Eastwood Boulevard, Centereach, NY 11720, (516) 585-9393.

Greene, Ellin. *Books, Babies, and Libraries: Serving Infants, Toddlers, their Parents and Caregivers*. Chicago: American Library Association, 1991.

This book contains information for public libraries serving preschool children. Bibliographical references and an index are included.

Other Resources

National Information Center for Children and Youth with Disabilities, PO Box 1492, Washington DC 20013, 1-800-695-0285.

NICCY is an information and referral center that provides free information on disabilities and disability related issues. Their special focus is children and youth with disabilities, ages birth-22.

National Information Clearinghouse for Infants with Disabilities and Life-Threatening Conditions, 1-800-922-9234.

The NIC provides information and referral to appropriate providers of services for families having infants and young children with disabilities including parent support and training, advocacy, health care, financial resources, assistive technology, early intervention, and other information resources. The NIC produces and disseminates materials including bibliographies, fact sheets, and articles on topics related to the care of, and services available to, infants with disabilities and their families.

Parent Network of New York State, 452 Delaware Avenue, Buffalo, NY 14202-1515, (716) 885-1004, 1-800-724-7408 (in New York State), TDD (716) 885-9597.

Parent Network is a parent training and information center serving people of all ages and all disabilities. It provides individualized assistance to families, information and referral, workshops and presentations, newsletters, and assistance in planning for independence. This federally funded center serves New York State, excluding New York City.

Resources for Children with Special Needs, 200 Park Avenue South, Suite 816, New York, NY 10003, (212) 677-4650.

Resources for Children with Special Needs is a not-for-profit information, referral, advocacy, training and support center in New York City for parents and professionals looking for programs and services for children from birth to age 21 with learning, developmental, emotional or physical disabilities. Staff also provide training and technical assistance on laws, regulations, rights, entitlements and procedures for obtaining educational services. In addition, Resources maintains a comprehensive computerized database of programs and services in the New York metropolitan area.

Offering Educational Programs

Educational programs proved to be important components of most of the DDPC library-based parent resource center projects. Educational programs range from highly interactive parent/child workshops to seminars on topics of interest that parents can attend individually or in a series.

Parent/Child Workshops

The parent/child workshop is unique. Unlike existing programs that are aimed at the children themselves, our Parent/Child Workshop focuses on the parent and child together. It emphasizes the need for parental involvement in the child's earliest learning experiences and healthy mental development. It encourages parents to make use of library resources in their parenting role, and also allows libraries to increase service to the very youngest members of their community in the form of new collections and programs. But, the most interesting aspect of the program is the coordination of expertise from social service and health agencies with library services, and it takes place in a comfortable community setting—the Public Library.

The Parent/Child Workshop: A Program Handbook

The DDPC project coordinators and parents were very enthusiastic about their parent/child workshops because they provided parents with enjoyable and uninterrupted time with their children in sessions offered in 4-8 week series. Parent/child workshops have been designed to serve different target groups such as parents and children with special needs, parents and toddlers or preschool children, or parents and infants. In general workshops are held in large rooms that have been set up with age-appropriate resources. These may include toys (for large and small motor activities), puppet theaters, arts and crafts, and clothes for dress-up. Workshop time is divided between free play and circle groups for stories, finger plays, nursery rhymes and/or songs.

During each session, a resource person from the library or a community agency is present to meet parents informally (sitting with them on the floor). They answer parents' questions relating to their area of special expertise. Examples of the types of resource people you can invite to parent/child workshops include your own children's librarian, a speech pathologist, social worker, movement specialist, and/or nutritionist.

Based on the experience of the DDPC projects, we recommend that workshops be described in as inclusive terms as possible, i.e. "for parents." If parents think they are being labeled in some negative way (for example as "court mandated" parents or "low income" parents) they will be less likely to attend. Groups with participants having different background were enriched by the diversity of experience and perspectives.

"In the beginning parents see the workshops as a chance to play with their children. Later they see the value of the information they receive."

Coordinator talking about the parent/child workshop

Resource

Feinberg, Sandra and Deerr, Kathleen. *Running A Parent/Child Workshop: A How-To-Do-It Manual for Librarians*. New York: Neal-Schuman Publishers, 1994.

This manual contains information on all aspects of conducting parent/child workshops together with samples of the forms you will need. The manual contains information on designing a parenting collection, developing goals and objectives for the program, and the basic elements needed to get started--ways to creating a welcoming setting, a list of recommended materials for the collection, examples of forms, staffing needs and roles, program structure, and an overview of costs. Copies of this manual can be obtained from Neal-Schuman Publishers, 100 Varick Street, New York, NY 10013 for a cost of \$32.50.

Seminars for Parents

Several DDPC libraries offered parenting seminars for families in their communities. The preparation required for seminars includes identifying topics and speakers, reserving space, publicizing the seminars, preparing materials (e.g. a bibliography on the books in your collection that relate to the topic), registration, phoning or sending reminders to registrants, making logistical arrangements (e.g. for food), and preparing forms for evaluation.

Parent resource center advisory committees can be helpful in selecting topics for your first seminars. Later, you can ask parents for suggestions directly or on feedback forms. Some topics of parent seminars offered by the DDPC projects are listed in the box.

If you are reaching out to populations that are not regular library users you may need to address the barriers that keep them from the library--possibly by scheduling programs in the evening or on weekends, providing babysitting or programming for siblings, and arranging for transportation (e.g. with vans operated by community groups serving your target audience). In general, when scheduling workshops it is advisable to avoid months with inclement weather. Beware of conflicts due to holidays and school vacations. Based on the experiences of the DDPC projects, try to overbook your seminars because there are always people who cannot attend at the last minute. When planning a workshop which includes children with developmental disabilities, it is helpful to identify in advance what the children's needs might be. The sample registration form in Appendix D requests such information from parents.

In addition to holding their own program, some libraries participate in programs organized by outside community groups. Library meeting space for parenting classes may be sought by outside groups because it is free or low cost,

Parent Seminar Topics

**Choosing Good Books
for Children**

**Raising Self-Esteem
in Children**

Positive Discipline

Learning Disabilities

Attention Deficit

Hyperactivity Disorder

**Saving for your
Child's Education**

Introduction to Sexuality

centrally located, and considered neutral. Groups that presented seminars in the DDPC projects included the BOCES, Cooperative Extension, Youth Bureau, and the State Education Department's EPIC program. Seminars organized by community-based agencies may meet your program objectives. Your program may also benefit from use of the library by outside groups by attracting members of the community who are not regular library users giving you an opportunity to introduce them to the parent resource center.

Parent Support Groups

Parent support groups are generally informal gatherings of parents facilitated by its own members. In two of the DDPC projects, parents who met at the library-sponsored workshops developed parent support groups that continued meeting subsequent to the formal program, first in the library and then in each others' homes. Several parents of children with special needs described the importance of developing friendships, establishing mutual sources of respite, and sharing transportation and information.

Providing Information and Referral Services

Parent Resource Centers provide information and referral services that connect patrons to resources and organizations that offer additional assistance on specific issues. This can be accomplished in a variety of ways. As already discussed, one way is to invite professionals to seminars/workshops as facilitators or resources. Another demonstrated by a DDPC project was to host a hearing screening program for children at the library and invite a staff member of the local Early Childhood Direction Center to provide information and referral for parents of children who were identified as having hearing problems.

Using displays of pamphlets or brochures or placing them in vertical files is still another strategy to assist parents in obtaining information about community-based services. Several libraries created or obtained hard copy resource directories for use in their resource centers. Finally, parents themselves are a valuable source of information about community service providers. By creating an atmosphere in the parent resource center space or workshops where parents can get to know each other, libraries can facilitate the exchange of information about community service providers and other outside resources.

Resource directories on computerized databases are another source of information about community service providers. These databases may be available from state agencies or local clearinghouses. Before you invest in the computer hardware and whatever staff training and technical assistance you may need to make this available to patrons, determine how current, complete, and accurate the software is as well as how "user-friendly" it is.

IV. ENGAGING THE COMMUNITY

Community partners--agencies, advocates and parents--will be important allies in helping you reach new people, identify resources to support program efforts, and establish library services that complement on-going programs throughout the community. Their support will help you institutionalize your program and should engender good will for the parent resource center and the library.

This chapter examines three strategies to promote community involvement:

- Building a network with service providers and advocacy groups;
- Promoting community awareness and use of the parent resource center; and
- Reaching out to targeted audiences.

Building a Network with Service Providers and Advocacy Groups

Many audiences in the community will want to know about the parent resource center so that they can take advantage of the services provided. Alerting and involving representatives of agencies and advocacy groups that address parenting and developmental disability issues will help you to reach these audiences.

The most effective way of alerting agency representatives to your activities is through personal contact. Face-to-face meetings, making presentations at organizational meetings, and attending community meetings where you can bring up the resource center formally or in casual conversation are some of the best ways to build relationships to further your program. Parent resource center coordinators tell us that, if they were to start their projects again, they would establish contacts by initiating calls and visits throughout the community more quickly rather than relying on written information and brochures mailed to local groups.

When you meet with leaders of key groups, you need to ask for help. Ask your contacts to help you identify participants, recommend materials they'd like to see in the collection that would be useful to the parents they serve, suggest speakers for workshops or alert you to resources and programs that would help you serve library patrons using the parent resource center.

"Networking is the name of the game."

A Parent Resource Center Coordinator

Groups that you may want to contact in your community could include:

Association for Retarded Citizens
Attention Deficit Disorder Support Group & Other Special Condition Organizations
Board of Cooperative Educational Services (BOCES)
Cornell Cooperative Extension Association
County Departments of Health and Social Services
Early Childhood Direction Center
Head Start
Maternal and Child Health Clinic
Mental Health Association
Parent Teacher Organizations
School Districts and Special Preschool Programs
Special Education Training Resource Centers
WIC Program
Youth Bureau

Establishing an advisory committee and conducting focus groups are two effective activities for involving others in the DDPC parent resource centers.

Establishing an Advisory Committee

Parent resource center coordinators in several DDPC sites established broad-based advisory committees to plan and evaluate the activities of their centers. Members were recruited who were aware of the specific needs in the community and interested in supporting the library. Members included representatives of community agencies serving families and/or people with disabilities, parents of children with special needs, community members interested in parenting issues, and library staff involved in program implementation. This group supported efforts to establish programs responsive to local need and to promote community awareness of services available at the library. Coordinators thought the earlier these committees could be put in place, the better for the program. One even established a committee as she was developing her proposal for funding!

Examples of how advisory committee members have supported their resource centers include:

- A social worker who served on an advisory committee encouraged clients who were generally unfamiliar with the library to attend the parenting workshops at the parent resource center. She described participants' pride at getting library cards as well as their increased confidence in accessing parenting information through this previously intimidating community resource.
- A committee member encouraged his agency to cosponsor educational programs with the library and volunteered in programs himself as a group facilitator. These collaborative efforts led to the development of a joint funding proposal to expand parenting services in the community.
- A parent of a child with Down Syndrome who was a member of local parent support group encouraged members to donate educational materials to the library.

- A parent resource coordinator discussed the poor turnout at a program for new mothers with her committee. The committee determined that new mothers were already being served by another local organization and that the library should expand efforts to support the informational needs of this organization and discontinue new mother workshops. They also recommended expanding interactive programs for parents of older children who were an underserved group.

Focus Groups

A focus group is a useful technique for gaining information that will assist your planning efforts. It involves bringing together a small group of people (8-10) with expertise, interests or perspectives that you want to tap. The group facilitator asks participants to consider and respond to questions or challenges that you are addressing in your program. You may want to convene the group more than once, depending on your task. Also, providing childcare and transportation services may encourage attendance in sessions targeted to parents.

Here is how one project used the focus group technique. A library system conducted a series of focus groups for representatives of community agencies from the five counties it serves. At the group sessions, videos were previewed and evaluated as potential parent resource center acquisitions. As a result, many new allies for the parent resource center initiatives were found. Participants identified resources for the library drawn from their own areas of expertise. Based on their knowledge of the resources available in the library's collection, they also used the collections and referred others to them.

Bringing together representatives from many agencies also promoted discussion and understanding of parenting and developmental disability issues. Group discussions facilitated sharing of information and resources in addressing the needs of individuals who are difficult to reach and serve. These preview sessions promoted community awareness of the library as a change agent as well as a service provider and resource.

New Opportunities and Challenges

Interestingly, building community networks presented some new challenges for the library. Several community groups that assisted with parent resource center programs approached libraries for help in advancing their own new or existing agency programs; they requested use of library space and collaboration on projects. Increased visibility and contacts will present new opportunities. Library policy makers will need to anticipate the interest and know that they may be asked to consider how best to use their resources.

Promoting Community Awareness And Use Of The Parent Resource Center

The community at large needs to be informed and supportive of parent resource center services if they are to be used and institutionalized as on-going activities of the library. The following public relations tactics are key to building this awareness and support:

- Make formal presentations to community groups
- Distribute flyers and brochures
- Place articles and announcements in your library newsletter and in local newspapers and magazines
- Have informal conversations with community members (in the library, at the market, at a soccer game) where you promote the parent resource program.

Additional strategies that you may decide to try are:

- Hold an Open House when the program is launched
- Do radio interviews and make announcements through local cable television access
- Ask other organizations such as your local school or special needs preschool program to announce your parent resource center activities in their calendars or to post a flyer on a bulletin board.

Generating publicity to promote program visibility should be a continuous activity for parent resource center staff. DDPC parent resource center coordinators believe it is essential to keep producing materials--bookmarks, flyers, and newsletter articles--to keep the resource center in the public eye. The resulting community awareness will promote good feeling about the resource center and the library as well as lead families to the resource center as they identify the need for parenting information. Community awareness can also lead to some welcome and unexpected contributions and donations to the library which will be discussed in Chapter VII "Resources."

Examples of public relations material developed in the DDPC projects are included for your reference in Appendix D "Sample Forms". Feel free to adapt these for your own use.

Communicating Your Message

To be successful in the long term, the parent resource center needs to be an inclusive program. It needs to serve a cross section of your community members. Be sure that your publicity reflects the library's commitment to serving all families with young children in the community even if some activities are targeted to specific populations.



This point cannot be overstated. One DDPC project which was designed to serve its community broadly but which also targeted underserved groups, found that a newspaper article emphasizing service to target groups upset people who didn't understand that they too could participate in resource center activities. Considerable time and effort was needed to explain the program's goals and range of activities to community groups. Once understood, community use of resources and enthusiasm grew as did support for its continuation.

In developing your public relations strategy, be sure to consider how welcoming your program--the material you generate as well as the space you create in the library--will look to a variety of groups. Be sure that the flyers, posters and signs that go up around your collections reflect the diverse groups to be served. For example, pictures of children in wheel chairs or of parents and children of different cultures reading together will communicate important messages to your patrons.

Reaching Out to Target Groups

Parent resource centers provide services that can help public libraries engage groups that are not currently using their resources. These groups may be unfamiliar with the library or intimidated by it if, for example, they are not literate or believe that there are fees to join. Or, they may be people who do not expect to find materials in a community library that meet their specific needs. Pregnant and parenting teenagers and some parents of children with disabilities may be included among these groups.

The key lesson learned by staff in the DDPC projects in terms of conducting effective outreach activities was to be flexible in building services to meet the needs of identified target groups. Staff need to become familiar with the culture, needs and interests of the groups they hope to serve. For example:

- Parent resource coordinators increased their investment in parenting videotapes and in high interest/low literacy material when they became aware that many of their resource center patrons had difficulty reading. Resources were sought in English, Spanish and other languages spoken by local groups.
- Reaching parents of preschoolers who had severe disabilities required conducting parent/child workshops on Saturday mornings since these children often attend intensive treatment programs throughout the week.
- One library opened its doors on Sunday evenings for educational programs on parenting conducted in Spanish in order to reach members of the local Latino community, many of whom worked seven days a week. Child care was provided because these families could not afford baby-sitters.

It takes time to learn about the groups whom you hope to involve in parenting programs and to build their awareness, trust and use of the library. Here are some strategies to assist you:

Identify and Enlist the Help of "Gatekeepers"

Gatekeepers can include staff from a community agency who are trusted by your target audience, respected members of a local support groups, or community leaders such as members of the clergy. These individuals can describe your programs, introduce you to community members, and bring people to the library. They may also cosponsor programs with you. They will help "legitimize" the parent resource center.

For example, several libraries were working with staff from community agencies to reach pregnant and parenting teenagers, a population generally seen as difficult to engage. Through these collaborative efforts, teens in some sites were joining in planning activities to develop programs responsive to their peers' needs and interests.

Make Personal Contact with *Potential* Participants

Personal contacts will prove important for involving new library users. Personal invitations and reminder calls may be needed for those who sign up for workshops and seminars. Once people find that they benefit from using library services, they will bring in others.

Hire Staff Who Already Work With Or Are Connected To Your *Target Audience*

People who are unfamiliar with the library will be more willing to come to programs that involve people they already know. DDPC projects involved staff familiar to target groups in a number of roles:

- a part-time bilingual outreach worker was hired at the library who already worked in the community as a part-time counselor in a diagnostic child care program;
- a Head Start assistant worked part-time as a library clerk in the parent resource center; and
- special needs child care workers were hired to provide child care at library programs.

Make People Feel *Welcome*

You will need to think about the new library user's first impressions. This should include being sure the signs near the parent resource center are large and directions to the center, if needed, are clear. Staff at the front and reference desks will need to be supportive and knowledgeable in directing patrons to resources. Finally, programs will need to be conducted in rooms that are accessible to people with special needs and have equipment which meets their technology needs.

Also, you will want to consider how program participants are perceived. "No one wants to go to a workshop for the economically disadvantaged," one coordinator stressed. Conducting programs or displaying collections in ways that are affirming, inclusive and non-stigmatizing will promote use of parent resource center services.

Anticipate Special Needs

What will make it difficult for people to come to the parent resource center? Child care and transportation services are two support services frequently identified as critical to promoting usage of the library programs. You may be able to provide these services through collaboration with other agencies.

Parents will likely come to the library with their children. Providing toys and playpens near the collections so that parents can browse while their children play safely will encourage use of the parenting materials. Offering child care and or programs for siblings may also facilitate parent participation in educational workshops.

What's the Time Frame?

It is realistic to anticipate initial outreach activities, e.g. planning and implementation, to occur over a period of two years. Outreach activities will need to be on-going to encourage use by groups currently underserved in the library. You will want to regularly assess your progress in reaching each targeted audience and refine activities as needed.

MONTHLY REMINDER

In the Library:

- Place Parent Resource Center handouts:
 - front desk
 - children's room
 - bulletin board
 - parent workshops/storyhours
 - other
- Place newsletter or newspaper feature or schedule of programs
- Invite trustees, staff, Friends of the Library to visit a program
- Brief staff on new program, upcoming events; ask for input
- Meet with advisory board
- Conduct focus groups

In the Community:

- Updates to agencies/groups
informal meetings
presentations
- New contacts
set up meeting
call
- Invitations to target group
members/leaders
to meet and introduce to the
parent resource center goals/services
to come to a program
to help
- Place newspaper features,
schedule radio interviews,
public service announcements

Yes	No	To do

V. TRAINING AND TECHNICAL ASSISTANCE

Staff training will bolster the implementation of parent resource services in your library. Training is needed to:

- support members of the library team establishing the parent resource services in the library; and
- inform and involve library staff at all levels who are not directly responsible for parenting programs.

Training and Technical Assistance for the Parent Resource Center Team

Staff responsible for initiating parent resource center activities should contact other libraries that have already established programs. Parent resource center coordinators from the DDPC demonstration projects are unanimous in recommending that new projects not only call, but visit other programs. Visits illuminate possibilities for programming, highlight approaches for acquiring and displaying material, and assist in refining realistic objectives for the new initiatives. Further, coordinators recommend that more than one staff member visit existing programs. Transferring understanding of the parent resource concept within a new library setting is facilitated where a team rather than a single representative sees an established program. The team can then brainstorm about how they can best incorporate ideas into their own planning and implementation efforts. See Appendix A for profiles of the activities and locations of the eleven DDPC projects.

Attending training programs, presentations, workshops and conferences sponsored by local groups and organizations will also assist project staff to gain expertise helpful to the resource center. The following are examples of program topics to look for: promoting cultural diversity in programming, parent education and support, family preservation, issues in child development, addressing specific developmental disabilities, grantsmanship, and public relations.

Library system staff, such as outreach, children and youth services consultants, may be resources for program activities including collection development and public relations. Library systems may also be able to initiate training for member libraries around shared needs in promoting parent resource centers, for example by providing training on strategies to include people with developmental

disabilities in programs. The system can also alert local libraries to statewide funding streams that may be accessed to develop new parent resource center services. It is important that project staff inform their system contacts of their needs. Building alliances across libraries will promote resource sharing and may lead to funding for joint efforts.

Some libraries will want to consider providing technical training to staff on use of data bases and computers to assist in the development of information and referral services. Project staff will also need an understanding of their library's automated information system to determine how available data may be utilized in evaluating program efforts.

Training for Library Staff in Parent Resource Center Programs

In-service training addressing the parent resource center concept and activities is recommended for library staff at all levels who are not directly involved in program implementation. This training will introduce staff to the program's importance in helping the library fulfill its mission within the community. It will be very helpful to involve the library director in this introductory training to reinforce expectations for the achievement of project goals and to encourage cooperation across departments.

In-service training should include a review of the parent resource center concept, a history of statewide initiatives, the activities planned or in place, and any anticipated impact on the library and community. For example, the library may become busier, noisier, and serve a more diverse population. Providing staff opportunities to discuss and prepare for changes will help reduce resistance and facilitate adaptations that may be needed. Staff frequently help identify new resources to support implementation when they become familiar with the program's direction.

Sensitivity training addressing the specific needs of any groups targeted by a local community should be incorporated into in-service training sessions. Library staff will want to increase their awareness of the needs of new families using the center, particularly if they have had limited contact with these groups in the past. Sensitivity training will enable them to learn about the challenges faced by others and to consider their own attitudes about serving these groups. These needs may include access problems such as stairs that are too hard to climb with a child in a wheelchair, concern about being unwelcome if a child is too noisy, or embarrassment in approaching a librarian when seeking help on a specific subject. "When you hear someone speak from the heart," said one DDPC coordinator, "others will want to change services to include them."

It is particularly powerful to have a member of a target group, for example, a parent of a child with a developmental disability, speak to the group. Other speakers may be drawn from local service provider agencies and voluntary organizations, support groups and advocacy organizations, government agencies and universities.

In-service training should be initiated early and be on-going. This will assure that new employees understand the activities and purpose of the parent resource center and that all staff are kept informed of program efforts enabling them to support the library's initiative.

In addition to specific training sessions, project staff may want to make presentations at departmental meetings within the library. Informal conversations with staff to keep them up to date on progress or to ask for input on specific problems will also promote interest and support for the parent resource center.

VI. EVALUATION

Evaluation is conducted so programs can determine the extent to which they are reaching their goals. In addition, evaluation findings can help maintain library, community, and financial support for parent resource centers by providing objective evidence of success.

Evaluation is a management tool that stimulates good planning and generates information for program improvement. Funding sources often like to see evaluation findings because they demonstrate an organization's commitment to accountability. At strategic points in time--such as during budget reviews or the preparation of funding proposals--evaluation findings can provide a rationale for program continuation and growth. You may want to include stakeholders, for example library administrators, in early discussions about evaluation in order to be certain that the issues they need to consider in promoting the program are addressed. It will also be helpful to include the library staff who will be involved in data collection in these discussions.

Because librarians value highly the anonymity that libraries afford their patrons, they are often genuinely concerned about conducting evaluation. A balance must be struck between the need for an organization to be accountable while being respectful of patrons' rights to privacy. The evaluation suggestions presented in this guide are offered with this in mind. For example, we recommend assessing program activities overall (such as books and circulation, programs held, attendance at workshops) rather than individuals' behaviors. Moreover, all forms of data collection that can potentially be linked with a individual (e.g. asking parents to complete feedback forms) should be done with their consent, voluntarily, and anonymously (no names written on forms).

How to begin

Evaluation usually begins by reviewing your program goals and objectives. In order to evaluate a program you must first be able to answer the question: "What are we really trying to do here?" If goals clearly state the intended outcomes for the library and its patrons and if the objectives are written in measurable terms, you will have an easier time designing an evaluation. Thus, before you begin any evaluation discussion make sure that objectives are realistic and that they specifically state what is to be accomplished, when, and for what purpose.

Process Evaluation

For the most part, your evaluation should assess the extent to which you have achieved your objectives. You will want to discover those program activities that were effective in helping you meet your objectives and those that did not achieve the intended results. This is called process evaluation. The kinds of questions you might ask in a process evaluation are:

- How many people used the parent resource center or attended its workshops?
- How many community agencies and service providers collaborated in parent resource center programs?

- Was the target population reached? What were the most effective ways of reaching them?
- In what ways did the target population benefit from the program? Were they satisfied with the services they received?
- What suggestions did parent resource center users have about improving services?
- What materials and activities were most popular with different target populations (e.g. Latinos, parents with low literacy levels, or children with developmental disabilities)?

Outcome evaluation, which assesses the effectiveness of a program in reaching its ultimate goals (such as prevention of developmental disabilities or increasing literacy) usually requires rigorous scientific research designs and sophisticated instruments. Resources for outcome evaluation are rarely available for relatively modestly funded programs such as library-based parent resource centers. Nevertheless, it is helpful to interview patrons (both parents and service providers) about their own assessments of the impact of the program for themselves and their families. These experiences may provide you with valuable information for program assessment. Case studies added to a written report can often poignantly and succinctly illustrate the value of your program to your evaluation audience.

Who should be involved in your evaluation?

Optimally, a number of people in the library will be involved in planning and conducting an evaluation. As indicated earlier, the library coordinator will want to consult with key groups about what to evaluate and how. The coordinator may also wish to seek technical assistance from experts in shaping the evaluation and developing useful instruments. Data collection may be conducted by staff or volunteers (high school students, Friends of the Library, advisory board members or other community members) depending on the task. You will find it useful to have staff complete monthly or quarterly progress reports summarizing their activities, the barriers they encountered, ways they addressed barriers, and next steps. Staff dealing directly with users of the parent resource center also should be encouraged to submit case studies (described above) with these reports. Of course when writing about families, do not use any names or identifying information.

Data Collection

Once you have determined what it is you actually want to evaluate, you may want to consider several sources of information such as interviews with patrons and service providers or circulation data. Survey researchers often collect far more information than they need, so use this golden rule to guide your decisions about data collection: *Collect information only if you can state a specific purpose before you collect it.* "Because it would be interesting to know," does not constitute a justifiable reason for adding a question to your survey.

Data collection instruments for parents should be brief and should appear simple to complete. Surveys should be in the primary language of the target populations. If patrons having low literacy are targeted, make the wording very simple. Whenever possible, use "check off" items so people do not have to write out answers. Assure patrons of confidentiality; never ask patrons to write their names on a survey.

DDPC projects handed out feedback forms to participants at the end of a workshop or series. These projects found that when they waited until the end of a series, they received fewer responses

than they would have liked due to absences. It may make sense, therefore, to distribute feedback forms after every workshop session. Another project mailed a survey to patrons who attended workshops with a cover letter explaining the reason for the survey and its importance. Pre-addressed, stamped envelopes will improve response rates particularly if low income groups are targeted. (Sample data collection instruments for parents are included in Appendix D.)

After you decide the type of information you want to collect, think about when you should collect it. If you do not have an automated data system, you may want to count number of parent resource center books returned or reshelfed every third week of the month.

Types of data you may want to collect and the instrument you might use to collect these data are listed in the box below:

Evaluation Data and Instruments

Instrument	Data
Library Use	
Database	Number of new library cards issued
Tally	Number of agencies contacted about the parent resource center
Survey	Service provider feedback about the collection, workshops, the target population reached, and suggestions for improvement
Tally	Number of interlibrary loan requests
Collections	
Tally	Number of books, videos, magazines, journals, toys, audio cassettes in your parenting collection
Database	Number of items in the collection borrowed or reshelfed per month. You might want something to compare this figure to such as number of adult nonfiction books circulated or reshelfed during the same period.
Form	Interlibrary loan requests for materials in the parenting collection
Focus group	Parent feedback about books and videos in the collection
Database	Number of times specific books circulate
Workshops	
Attendance Sheet	Number of workshop participants, number on a waiting list
Parent surveys or interviews	Parent feedback about the workshop
Information and Referral	
Tally	Number of times a computerized data base of service providers is used, number of times a computer bulletin board is used

Reporting your Findings

Because the type of evaluation discussed here is intended largely for program management, findings should be reported to program staff as soon as they have been analyzed. More formal evaluation reports should be prepared for other audiences such as the Board of Trustees, funders, and service providers. These reports should contain descriptions of the parent resource center including goals and objectives, discussion of evaluation methods (e.g. who was surveyed, how you collected information, the time period covered by the data), findings, and discussion of the implications of the findings. For example, you might describe the logical next steps for the program. To make your report more interesting, be sure to illustrate your findings with case studies and quotes from your patrons.

In addition to using evaluation results for program development, you may want to use findings for public relations efforts or to help you attract new funding. Consider publishing key findings in library and library system newsletters, or develop press releases for local newspapers.

Resources

Evaluation guides. The New York State Library, Division of Library Development, published a guide specifically for parent resource centers entitled: *Resource Guide to Evaluation of Developmental Disabilities Planning Council Grant Projects* (1993). Copies of this guide can be obtained by writing: The University of the State of New York, New York State Education Department, New York State Library, Division of Library Development, Albany, NY 12230. The guide contains a bibliography of resources about evaluation in libraries.

There are also many useful program evaluation guides published for the fields of library science, public health, education, sociology, and public administration.

Evaluators. If you feel you need help in brainstorming about an evaluation or designing instruments, there are several places to turn. 1) Your library system may be able to provide technical assistance on an individual basis or they may be able to conduct a regional workshop on evaluation for a group of parent resource centers. 2) Nearby universities may have faculty or graduate students with evaluation expertise. There also may be private consultants in your community who would provide evaluation assistance.

VII. Making it Happen: Resources Needed to Develop Programs

While every library will develop a parent resource center which is unique--one that reflects its own mission, resources and community--there are predictable resources that each will need to plan for and/or secure. This chapter reviews resources such as time, staff, space, and funding that should be considered in initiating parent resource centers. This discussion will address both internal library resources and resources that may be accessed through others.

Time

Initiating a multifaceted parent resource program takes time. While the DDPC grants were made to libraries for up to eighteen months for start-up activities, several mini-grant and major grant recipients reported frustrating delays in renovating space, ordering material or establishing information systems supportive of project activities. Establishing connections with some audiences targeted for service also took longer than anticipated. Further, staff turnover, illness and natural disasters (one library was flooded) which are experiences recognizable in any library setting, also contributed to a slower implementation process than many hoped for.

We recommend planning for start-up activities over a two year period if you are initiating a multifaceted parent resource center. Obviously some aspects of your project may be completed within the first year. A sample timeline of the first eighteen months of a multifaceted program is included in Appendix B for your reference.

"Once you begin this kind of program, you have an obligation to continue it."

*Library System
Administrator*

Staff

Committed staff are key to developing an effective program. Parent resource center coordinators, who play many roles in supervising their projects, need time and support to accomplish their duties. Based on the DDPC experiences, it is thought that the parent resource coordinator's job is, at minimum, a half time position during the start-up phase of a program.

"Staff did whatever it took to make our program succeed. They are the most important program resource."

Library Director

Some projects initially underestimated the time staff needed to commit to the project to achieve their objectives. For example, a few sites assigned a coordinator to their projects for only fifteen hours a week or did not provide for adequate administrative back up. Several sites subsequently reallocated funds to increase the hours staff were salaried to work on the resource center, or reassigned personnel thereby increasing the people available to accomplish tasks.

Many DDPC parent resource center staff donated time to the project because of their commitment to the program's goals and their recognition of the need for the services they were developing. Some felt very pressured to keep to their timelines and frustrated at having other library tasks left undone. Ensuring that the programs are adequately staffed and working within realistic timeframes will preserve the staff's energy to build an effective program. It is generally agreed that start-up activities will require a greater commitment of staff time than subsequent phases of program implementation.

Library Support Beyond the Project Team

Encouraging flexibility to meet predictable and unpredictable program needs will greatly assist project staff and help the library reach its objectives for the program and for serving the community. For example, the parent resource center coordinator may turn to the children's services, youth services and adult services staff to help weed the collection and to plan for acquisitions. These departments will be crucial in establishing and maintaining current collections responsive to the community. Or, the coordinator may turn to the public relations department to develop flyers and brochures. In some libraries, material development can take four weeks or more. This may prove a very difficult timeframe to consistently comply with if conducting outreach to newly emerging targeted audiences. Having the support of other departments to "turn things around" will be an important factor in building an effective program.

"You need the support of the systems you come to rely on."

*Parent Resource
Center Coordinator*

Space

As has already been discussed, libraries will want to select space for the parent resource center which is welcoming, visible, accessible to people with disabilities and large enough to permit parents to browse with children in tow. Where possible, the multiple services offered by the resource center should be available in one location, and preferably near the children's services department. The parent resource coordinator's desk should also be close by so that people can contact her/him as needed.

Several DDPC grantees relocated and/or renovated collection space, utilizing nongrant funds to accomplish the moves. In one site, parents volunteered to paint the family resource room and to build new shelving. One parent also contributed a puppet theater he constructed for the children. In another, residents working in a criminal justice community service program constructed new

shelving to house the collection and toys. Friends of the Library groups and other local organizations donated materials to their resource centers including a display unit designed for people with disabilities.

Some libraries may have limited program space. Some small libraries, for example, do not have meeting room space conducive to interactive parent/child workshops. In such a situation, collaboration with other community organizations which have workshop space may be a solution. Conversely, where there is space but limited staff time, the library may be able to draw on the expertise of others to conduct programs for targeted groups at the library.

Funding

You should anticipate spending between \$10,000 to \$50,000 to initiate a new parent resource center program in your community library. Most libraries will seek outside funding to begin these programs, recognizing that they will ultimately incorporate the project's operating costs into their annual budgets. This will likely occasion decisions as to which programs a library will continue and at what level of support.

Six of the DDPC projects received \$5,000 awards and five received \$50,000 awards enabling them to initiate projects they previously had lacked resources to undertake. All exceeded the 30% in-kind match required in their grants in implementing their programs. The smaller grant recipients generally believed they were underfunded for the programs they delivered.

It should be noted, however, that all the libraries--from the local library with an \$85,000 budget to the library system with a budget of \$42,124,000--would take the projects on again. In fact, all are continuing their resource centers.

Potential Sources of Funding:

Government

Federal, New York State and local government agencies may be sources of funding for specific parent resource center services or for the program as a whole. Contacting agencies involved with audiences that you hope to serve will assist you in learning about current opportunities. The following are programs and agencies that you may want to contact:

Parent and Child Library Services Grants

NYS Department of Education

Awards are made to libraries that 1) demonstrate how public libraries can support the New Compact for Learning goals; 2) develop a partnership with a preschool, school, parent or community organization in a library-based program for children and parents or innovative off-site services; 3) introduce "at-risk" families to library services and materials; or 4) plan and prepare for longer term services. The grants are made through a competitive bid process administered through the Division of Library Development. For information, call (518) 486-2194 or write to DLD, Room 10B41, Cultural Education Center, Albany, New York 12230.

Family Support Programs*NYS Office of Mental Retardation and Developmental Disabilities (OMRDD)*

OMRDD's regional offices award grants annually (contingent on the availability of state allocations to this program) to support families with children affected by developmental disabilities. Consumer councils work with regional offices to establish priorities for funding and to review proposals. Contact your local OMRDD Developmental Disabilities Service Office (DDSO) to learn more. If you are unsure of how to access your DDSO, contact the OMRDD's Bureau of Consumer and Family Support, 44 Holland Ave., Albany, New York 12229, (518) 483-1890.

Children and Families Community Development Teams*NYS Department of Education*

The Department of Education maintains a mailing list of community organizations and parents that are interested in being alerted to federal and state funding opportunities for programs that promote parent and family involvement. Funding awards for parenting projects are made through a competitive grant process. Call (518) 473-1890 to be put on the mailing list.

Youth Services Bureau*NYS Division for Youth*

Funding is available through Youth Bureaus for projects addressing local community needs, such as serving pregnant and parenting teenagers. Speak with your local and county youth bureau staff to learn more about your local agency's priorities. You'll want to alert youth bureau staff to the library's program and goals, and to identify the procedures to follow to apply for funds. Since program priorities are reviewed annually, you may also want to contact your local Youth Board, which is the citizen's group establishing the youth bureau's priorities. Ask to make a brief presentation at one of the Youth Board's meetings to describe the parent resource center objectives in serving local youth, as well as the success of other library-based parent resource center programs in serving similar populations.

Family Preservation Centers*NYS Department of Social Services*

This program is targeted to the State's most vulnerable communities. It provides funding for Family Preservation Centers which will improve the delivery, quality and accessibility of services that assist individuals and families, that maximize family strengths, and which support and empower families. Awards are made through a competitive bidding process. For more information, contact the NYS Department of Social Services at 40 North Pearl St., Albany, New York 12243-0001.

Early Childhood Investment Fund*Administered by United Way of New York State*

The Early Childhood Investment Fund fosters community initiative and private-public investment in early childhood services in New York State. Through a program of matching grants to communities, it provides funds to improve local childhood services in ways that promote long-term change in the delivery of services. Grants are available for start-up, expansion and quality improvement initiatives. The Fund seeks grassroots problem solving in addressing diverse needs and services. Contact the Early Investment Fund, 155 Washington Ave., 4th floor, Albany, New York 12210, (518) 449-0767 for additional information about matching requirements and application procedures.

Private Foundations

During one DDPC mini-grant project's first year of operation, the library director received an unsolicited check for \$10,000 from a local family foundation. The foundation did not want any local publicity; they were so impressed with the impact the library's program was having in their community, they just wanted to be sure it would continue.

Private foundations are potential supporters of parent resource centers. It will be important to identify those foundations interested in the populations or subjects that you aim to address, for example, parenting, children, family preservation and/or services targeted to minorities, pregnant and parenting teenagers and people whose lives are affected by developmental disabilities. Regional and local foundations, in particular, are interested in funding local organizations.

Information about foundation priorities and procedures can be obtained through The Foundation Center library. The Foundation Center is located in New York City and has sixteen collaborating collections in libraries across the State. To find the site closest to your community, write to the Foundation Center at 79 Fifth Avenue, New York, NY 10003, or call 1-800-424-9836.

When you have identified potential funders, write to them to get copies of their most recent guidelines for proposals.

If you've never written a grant before, and five of the DDPC recipients had not, think about recruiting a volunteer to help you. That is what several of the DDPC projects did. Also, you may want to look into having a library staff member take a grantsmanship course. Your library system may also be able to help you in developing a proposal or in obtaining grantwriting training.

Local Groups and Individuals

Community groups were important contributors to parent resource center programs in all DDPC sites. In some cases, groups like the Kiwanis and Lions Clubs raised hundreds of dollars for the general support of a parent resource center. Others, like some Friends of the Library associations, designated their donations for space renovation or for the purchase of specific resource books or materials for workshop participants.

Other community agencies, associations and individuals also found ways to support the programs. Their contributions included a loan of parenting videos valued at \$7,000; collections of material on specific disabilities such as Down Syndrome and Attention Deficit Disorders; and books and subscriptions to magazines. Further, many individuals contributed their expertise to the program by leading seminars, speaking on panels or being resources at workshops, as well as by assisting with material development.

The support of the community for this program can lead to unexpected benefits for a library. One project reported that the good will resulting from the parent resource center led to Town approval of carpeting for the whole library valued at \$45,000 without hesitation. "What a surprise and we have this program to thank," said one library director.

Institutionalizing a Parent Resource Center

While outside funding may support the early phases of a given project, maintaining a library-based parent resource center will be up to the people who make decisions about local library budgets and programs: town supervisors and boards, library trustees, and the library director.

It will be helpful to your project to share information with these groups about the impact your program has on families in the community. Be sure to keep records of program attendance and on circulation of material. Also, encourage parents to write to the Board, your director or even the local paper on behalf of the program.

Some libraries may create a specific budget line for the parent resource center while others will draw on funds from existing lines, for example, children's book acquisitions, to maintain services. It will be important to establish internal procedures that assure that the needs of the parent resource center are incorporated into planning and resource allocation and acquisition.

Parent resource center duties should be made explicit in staff job descriptions. This will help ensure that these tasks are continued by others should individuals leave these roles.

APPENDIX A

PROFILES OF LIBRARY-BASED PARENT RESOURCE CENTER PROJECTS

Mini-grantees

Groton Public Library
Lancaster Public Library
Lyons School District Public Library
Mastics-Moriches-Shirley Community Library
Newburgh Free Library
Sand Lake Town Library

Major Grantees

Brooklyn Public Library
Crandall Public Library
Mid-Hudson Library System
Onondaga County Public Library
Port Washington Public Library

**Groton Public Library
112 E. Cortland Street
Groton, NY 13073
(607) 898-5055**

Contact: Kathleen Ballard, Library Director

Geographic Area Served by Library:

The Groton Public Library, located in upstate Tompkins County, serves Groton and the surrounding small towns and rural areas.

1993 Library Statistics:

Total book holdings: 27,640
Juvenile books as percent of total books: 27%
Total circulation: 40,455
Total budget: \$86,200

Target Population of the Parenting Resource Center:

- Parents
- Children with special needs and their siblings
- Prospective Parents
- Pregnant Teenagers
- Teachers and Community Organizations

Collection and Services

A defining moment for the Director of the Groton Public Library occurred the day a pregnant teenager came to the library for information and "we had nothing." The director welcomed this grant as an opportunity to respond to community requests for information about pregnancy, parenthood, and developmental disabilities.

One of the most notable aspects of the Groton Public Library project was the library's close collaboration with the Finger Lakes Library System. Their partnership began with the system helping the library write its first grant proposal. Other help included identifying materials for the collection (particularly low literacy materials), cataloging videos, assisting in the preparation of a bibliography of holdings in the parenting collection, disseminating information about the collection to agencies and libraries in the System, and reviewing the Satirn II data base. Subsequently, the system applied for and received LSCA funding to establish three more parent resource centers.

Groton's major project objectives were to establish a current collection of parenting materials and increase library use by unserved and underserved populations in part through collaboration with community agencies. To this end, the Special Children's Center, a preschool program for children with disabilities, played a key role in planning and program development. Groton increased its reach into the community by informing the County Health Department and BOCES about their new parent resource center. Agency collaboration was expected to grow in the future. Groton Library's materials were shared throughout the 28-member Finger Lakes Library System through interlibrary loan. To overcome one of the largest barriers to library use in this rural community, the library mailed books to people who couldn't

get to the library through Mail-It, the system's books-by-mail service. The Department of Health staff also brought library materials to its rural clients.

Two programs for parents, conducted by community agencies, were held at the library. "Your Child's Development: How to find the answers to questions about your infant, toddler, preschool or school-age child" was offered by the Special Children's Center and "Play is Children's Work" was facilitated by the Tompkins-Seneca-Tioga BOCES. In addition, a series of parent/teen workshops was held monthly during the school year at the library in partnership with the Groton Youth Commission. The Finger Lakes Library System conducted an orientation about the parent resource center for staff of member libraries and trustees. The library has recently received grant funding from the New York State Education Department's "Parent and Child Services" initiative to sponsor a program to introduce families receiving WIC services to the library and its parenting resources.

Lancaster Public Library
5466 Broadway
Lancaster, NY 14086
(716) 683-1120

Contact: Susan Petherick, Children's Librarian

Geographic Area Served by Library:

Lancaster Public Library, located close to the city of Buffalo, serves the town of Lancaster and areas that can be described as suburban, small town and rural.

1993 Library data:

Total book holdings: 38,425
Juvenile books as percent of total books: 31%
Total circulation: 287,353
Total budget: \$427,446

Target Population of the Parenting Resource Center:

- Parents
- Children
 - children with special needs
 - siblings
 - preschool children
- Prospective Parents
- Pregnant Teenagers
- Teachers and Community Organizations

Collection and Services

When the Executive Director for the Developmental Disabilities Prevention Program of People, Inc, approached the Lancaster Library with the DDPC Request for Proposal for this initiative, its Director seized the opportunity to apply for funding because she was aware of the need to expand the capacity of the library to better meet the needs of the community. The community was undergoing a period of rapid growth. There were new families moving into the area and many were single-parent families. The library wanted to be more responsive to increasing numbers of requests for information on parenting and developmental disabilities. In talking about the factors that lead up to their application, the Library Director recalled her dismay at being unable to provide information to the parent of a child who was newly diagnosed with Tourette Syndrome.

Responding to the RFP was somewhat intimidating because neither the Library Director nor the Children's Librarian had ever written a grant proposal. Their success as one of only 11 grant recipients statewide has been a source of pride and inspiration and the library has gone on to write and receive other grants.

The Parent Resource Center collection is located in a sunny, cheerful space next to the children's section. Two large teddy bears on the floor amuse children while their parents browse. The collection consists of over 400 books, magazines, audiocassettes, and pamphlets and brochures located on open racks and in a vertical file. A bulletin board announcing programs for children and families is located in the

same area. There is a table and chairs and a padded reading bench. Parenting videos are located in the library's video collection elsewhere in the library.

Lancaster Library's intergenerational programs for children and families included two evenings of bedtime stories and poems. Attendance, which was high for the first, tripled for the second. Rather than put together parenting workshops themselves, Lancaster Library has collaborated with agencies wishing to reach the community by using the library's space. For example, a state sponsored program, EPIC (Effective Parenting Information for Children), presented a parenting series at the library after learning about the parent resource center from a brochure. Both the Youth Bureau and BOCES have conducted STEP programs in the library.

Lancaster Library played a role in facilitating connections between families with members who have developmental disabilities and others who needed information and advice. For this purpose, the library developed a list of names of people who were willing to be contacted.

The Parent Resource Center is well known in the community in part because the Library Director (who has since taken a different position with the library system) served on a number of Boards of Directors of community agencies and because staff made presentations before many school and community groups. As a result of this publicity, Lancaster Library has both initiated and responded to opportunities to serve the community. In addition to the workshops mentioned above, the library participated at a health fair sponsored by another organization. They have also made library space available for speech therapists and tutors who work with children.

Lancaster staff have found collaboration with other groups to be very rewarding. According to the former Director, "This grant put Lancaster Library in the service provider loop." One service provider interviewed by NYLA researchers explained how her organization benefitted from the parent resource center. "We serve persons with developmental disabilities. Hundreds of families call us for information. Now we can refer them to the library. There are places where children can read and play while their parents find the information they need."

Lancaster Library is proud of its service to families and feels that "the parent resource center has brought Lancaster Library to the forefront of the community." Town political leaders have demonstrated their support as have civic groups and individuals who have contributed money to the parent resource center. Unsolicited, a foundation contributed continuation funding because it wanted to see the parenting center continue. Lancaster Library is particularly pleased that two other libraries followed their example and established parent resource centers with funding from the Division of Library Development in the State Education Department.

Lyons School District Public Library
67 Canal Street
Lyons, NY 14489
(315) 946-9262

Contact: Theresa Streb, Director

Geographic Area Served by Library:

Lyons Library serves a primarily rural area located between Syracuse and Rochester.

1993 Library statistics:

Total book holdings: 23,121
Juvenile books as percent of total books: 36%
Total circulation: 34,992
Total budget: \$119,110

Target Population of the Parenting Resource Center:

- Parents of children with developmental disabilities
- Prospective parents
- Pregnant teenagers
- People with a history of substance abuse

Collection and Services

The Lyons School District Library called its parent resource center a Doorway to New Beginnings because they felt that increased information about prevention and intervention could lead to a new start for parents. A Doorway to New Beginnings was established to enhance the library's holdings in the areas of substance abuse, teenage pregnancy, and developmental disabilities and to increase people's awareness of places to go for help.

The core collection was weeded then expanded with: books for adults (and a few for children); pamphlets; service directories; newsletters and magazines; and videos for children and adults, and videos children and adults to view together. Lyons Library developed an annotated bibliography of 36 videos in their collection which spans a wide range of topics including physical and developmental disabilities, prenatal care, AIDS, teenage pregnancy, and substance abuse.

One of the major accomplishments of the DDPC project was to sensitize staff to the needs of parents of children with developmental disabilities. Library staff reportedly not only became more tolerant of differences but they came to understand that parents and children with developmental disabilities "have just as much a right for entertainment and information [as others in the community]." Some staff read several of the books themselves in order to be able to respond to patron questions. Another borrowed books to obtain information about her own child's disability.

As part of its grant, Lyons Library placed a small collection of parenting books in three satellite sites: the local high school; a Head Start program; and the Wayne County Child Care Coordinating Council. Whereas the library did not think that the resources placed at the high school were used, the Head Start representative who was interviewed for the evaluation was enthusiastic about the materials she had gotten from the library which are both used at the center and circulated. She also alerted parents to sections of books on disabilities. In her view, "The collection helps parents learn about parenting and

disabilities. It empowers parents by providing information...When informed, parents are inclined to ask questions and participate in goal setting [during meetings with the Committee on Special Education]." The library also helped parents of Head Start children who were getting their GEDs by teaching them how to use the library's reference materials.

In addition to being accessible to the community, the parenting center's resources are available to residents in a five-county area covered by the Pioneer Library System's inter-library loan service. One of the library clerks told the evaluator, "We are the first stop if parents are suspicious or fearful, or if they have been to a provider but couldn't absorb the information. We are a stepping stone before parents go on."

Mastics-Moriches-Shirley Community Library
301 William Floyd Parkway
Shirley, NY 11967
(516) 683-1120

Contact: Kathleen Deerr, Head of Children's and Parents' Service Department

Geographic Area Served:

Located in Suffolk County on Long Island, the Mastics-Moriches-Shirley Community Library serves four suburban communities.

1993 Library Data:

Total book holdings: 238,910
Juvenile books as a percent of total books: 36%
Total circulation 689,880
Total library budget: \$3,783,800

Target Population of the Parent Resource Center:

- Preschool children with developmental disabilities
- Parents of children with developmental disabilities
- Siblings of children with developmental disabilities
- Caregivers of children with developmental disabilities

Collection and Services:

The Mastics-Moriches-Shirley Community Library has a tradition of strong programming for children and parents. Prior to seeking this grant, the Children's and Parent's Services Department had established an extensive collection of information resources on parenting and was offering well attended interactive parenting workshops for parents and very young children from September through June. The Head of the Department saw DDPC funding as an opportunity to adapt this workshop for families with preschoolers with developmental disabilities who were noticeably absent from the general parenting sessions and only modestly visible in the library.

The grant funds were used in several ways. The library strengthened the book, video, magazine, and reference collections for adults and for children on topics relating to young children with developmental disabilities. A specialized adaptive wheel chair was purchased for the children's room to make it easier for families bringing children with physical disabilities to the library. It is kept in a visible place to encourage use and to communicate the library's openness to serving all children.

A six-week parent/child workshop on Saturday mornings was held for twenty preschoolers with developmental disabilities who came with one or more parents. In a relaxed atmosphere, parents had opportunities to play with their children as well as meet with a diverse group of child development experts representing many organizations in their area. Librarians facilitated the interaction between the parents and the experts, provided a weekly display of relevant library materials and made parents aware of the many resources available within the library and the community. The workshop also provided an opportunity to meet with other parents coping with raising children with special needs. A group program for siblings was conducted simultaneously. These were all held in a spacious community room which could be subdivided to provide privacy while offering proximity that allowed some interaction between programs. The library

staff worked closely with the local school district's Special Education Preschool Department to help identify community programs serving their target population, and then with these community programs to reach prospective parents. They also worked with the Suffolk County Coalition for Parents and Children (which they helped establish) to discuss issues and identify resources for this population. Invaluable information was also provided by a Family Issues and Early Intervention Specialist from the New York State Department of Health who is also the mother of two children with special needs.

The following year the library furnished the same special needs workshop but could not fund the sibling support group component. Other activities included Time with Twos, an inclusion program offered jointly with Just Kids, a preschool for children with special needs. Five Just Kids client families participated in the program with ten library families. Delivery of special services was incorporated into the library program and library patrons were also able to interact and gain information from Just Kids professionals. The library will also be participating in an inclusion grant from the New York State Department of Health that expands on the program done with Just Kids and includes many agencies contacted as a result of the DDPC grant.

Newburgh Free Library
124 Grand Street
Newburgh, NY 12550
(914) 561-1985

Contact: Virginia Nasser, Youth Services Librarian

Geographic Area Served:

The Newburgh Free Library, the central library for Orange, Rockland, Sullivan and part of Ulster Counties, directly serves a city and suburban population in the Mid-Hudson region of New York State.

1993 Library Data:

Total book holdings: 221,802
Juvenile books as a percent of total books: 18%
Total circulation: 275,795
Total library budget: \$2,336,043

Target Population of the Parent Resource Center:

- At risk families, particularly economically disadvantaged
- Pregnant and parenting teenagers
- Parents of children with developmental disabilities
- Caretakers

Collection and Services:

The Newburgh Library saw the DDPC grant as a means to reach out to nontraditional users of their library and to identify ways to make the library relevant to users' needs. This included helping parents prepare their children for learning.

The library staff established an advisory group of professionals, community members and representatives of target groups to help implement the many activities of this project. These activities included the expansion of a special parenting collection of materials relating to child development and developmental disabilities issues. Efforts to incorporate Spanish language resources to serve the Hispanic community were undertaken, recognizing this as one of the underserved groups in the community. A vertical file was also developed. The collection was moved to a visible space at the entry of the children's section during the grant. A second move to a larger even more prominent area was in the planning stages.

Ten six-week interactive parenting workshops were conducted in a large, bright glass enclosed playroom within the Children's Room. Seven workshops were targeted to parents and toddlers, some of whom were recruited through outreach activities to economically disadvantaged audiences; three workshops were targeted to teenagers in high schools and their children. The library staff found it more effective to promote parenting skills and information sharing in heterogeneous parent groups, rather than in parenting groups that labeled people in any stigmatizing way, such as economically disadvantaged or special needs parents. They also took a low public profile in outreach publicity to targeted groups, relying on referrals and personal contacts and word of mouth to encourage attendance from these groups.

It was thought that the first year provided the opportunity to build ties to new patrons and to community leaders that would foster increased use of the library by nontraditional users. The staff also relied on these early contacts to refine the program to respond to needs of these users, many of whom were intimidated by the library. One of the strategies being considered at the time of the evaluation was cosponsoring workshops with community groups and conducting them off site for some portion of the sessions.

The Newburgh Free Library received an additional six-month \$5,000 NBA (Neighborhood-based Alliance) grant in 1993. In the Summer of 1994, the library was awarded a \$120,000 grant from the NYS Department of Health Model Early Intervention Service Project to continue parenting programs for targeted groups.

Sand Lake Town Library
P.O. Box 363
West Sand Lake, NY 12196
(518) 674-5050

Contact: Carolyn McLoughlin, Library Director

Geographic Area Served:

The Sand Lake Town Library serves a suburban population living in small towns and rural areas in Rensselaer County. Many of the residents of this area work in Albany.

1993 Library Data:

Total book holdings: 13,486
Juvenile books as a percent of total books: 39%
Total circulation: 46,658
Total library budget: \$91,867

Target Population of the Parent Resource Center:

- Prospective parents
- Pregnant teenagers
- Parents of children with developmental disabilities
- Caregivers

Collection and Services:

The Sand Lake Library established a parent resource center adjacent to the children's room and youth collections. The library, located in a shopping plaza, was significantly renovated so that the collection would be visible to all entering the building. It was also designed to provide private space for reading. Librarians stressed the need to encourage browsing, provide ways to get help for patrons seeking assistance whether or not the coordinator who worked 15 hours a week was present, while not creating an intrusive atmosphere. "People may come here seeking answers to their worst fears. They may want to be anonymous," reflected the coordinator.

To help provide information to patrons, the staff built a collection of books, magazines, reference materials and videos on parenting issues as well as on specific disabilities. Staff used the NYS Library's Parent Resources on Prevention and Early Intervention on Developmental Disabilities Bibliography and Buying Guide in developing core collection selections. They also relied on community input to help determine which disabilities information was needed as well as to identify good sources. Leaders of local support and advocacy groups were particularly helpful. A vertical file was established. A hard copy guide to local resources was also developed from the Saturn II database. Puzzles were also acquired to occupy toddlers while parents browsed.

The library noted increased usage and referrals to its collection as professionals in the community became aware of the resources available. Articles in local papers and presentations were effective public relations initiatives as were regular reports to the town board which has jurisdiction over library funding. The parent resource center received donations and contributions from groups and individuals in the community.

**Brooklyn Public Library
Grand Army Plaza
Brooklyn, NY 11238
(718) 780-7712**

Contact: Ellen Loughran, Coordinator of Public Service Support Office

Geographic Area Served by Library:

The Brooklyn Public Library System serves the Borough of Brooklyn in New York City. The population of the borough is racially, ethnically, and economically diverse.

1993 Library System statistics:

Total book holdings: 5,747,768
Juvenile books as percent of total books: 32%
Total circulation: 9,310,195
Total budget: \$42,124,258

Target Population of the Parenting Resource Center:

- Parents of children with developmental disabilities
- Caregivers
- Social workers and literacy program professionals and volunteers

Collection and Services

A Child's Place for Children with Special Needs was established at the Flatlands Branch prior to the DDPC grant. Librarians at Flatlands became aware that parents attending story hours with their children had many unmet informational needs. When DDPC funding became available, the Coordinator of Public Service Support within the library system seized the opportunity to help increase the branch and system's capacity to respond to these needs.

As the grant recipient, the Brooklyn Library System took the lead in setting overall program direction and has been responsible for staff recruitment, book ordering, and publicity. The system also conducted a well-attended training program designed to sensitize staff from all its member libraries to the needs of people with disabilities.

Activities, primarily in the areas of collection development and educational workshops, have occurred at the local library level. The newly consolidated and expanded collection of books, pamphlets, periodicals, and videos at the Flatlands Branch is a great convenience for parents coming from throughout Brooklyn to programs conducted at The Child's Place (e.g. storytelling and joint parent-child activities). Efforts were made to increase Spanish language and high interest, low literacy collections. A vertical file containing pamphlets and other print materials and a computer loaded with the SATIRN II database are located near the book collection. The Flatlands Branch parent resource coordinator purchased books for use in the Macon, Clinton Hill, and Sunset Park branches after consulting with staff in these libraries about selecting materials responsive to local needs.

A total of 22 informational workshops for parents (usually presented in four-week series) were conducted in five sites: the Flatlands, Clinton Hill, Sunset Park, and Macon Branches, and the Central Library at Grand Army Plaza. Topics included "Special Education: Your Right to Know," "Stimulating Your Child's Language Development," "Positive Strategies for Behavior Change," "Sexual Development in Developmentally Disabled Youth," and "Community Resources."

One of the key accomplishments of this project has been its outreach to the community. According to the coordinator of the public service support office, "well over 50 percent of the attendees at workshops were people who said they had never been in libraries before." According to a staff member, this program "helps parents form a network with others They realize they are not alone."

Linkages with community organizations proved effective for dissemination of information, recruitment of parents to programs, and as a sounding board for program development. This was the result of extensive networking by the Flatlands parent resource center coordinator and a part-time outreach worker. Community collaborators included Resources for Children with Special Needs which provided materials and workshop leaders and trainers for library staff development activities. This agency also assisted parents in obtaining information/referral/advocacy services as a result of library referrals. The Brooklyn Parents Advocacy Network is another agency that helped library staff identify workshop speakers and it provided child care or respite for children whose parents attended workshops. Other organizations that have worked with the library on this grant include the Family Support Committee of Brooklyn, the Sunset Park Family Health Center, two head start programs, and the Brooklyn School for Special Children.

Crandall Public Library
251 Glen Street, City Park
Glens Falls, NY 12801
(518) 792-1509

Contacts: Christine McDonald, Director
James Karge, Head of the Children's Department

Geographic Area Served by Library:

Crandall Public Library, located in Warren County in upstate New York, serves the city of Glens Falls and the Towns of Queensbury and Moreau and is the Central Reference Library for the Southern Adirondack Library System (serving Warren, Washington, Saratoga and Hamilton Counties). Crandall Public Library serves many small towns and rural areas in the Adirondack and Southern Adirondack region of the state.

1993 Library Statistics:

Total book holdings: 170,000
Juvenile books as percent of total books: 31%
Total circulation: 620,000 (453,158 book circulation)
Total budget: \$1,107,289

Target Population of the Parenting Resource Center:

- Parents
- Prospective parents
- Pregnant teenagers
- Children with special needs and their siblings
- Preschool children
- Caregivers and grandparents
- Teachers and community human services and health care professionals

Collection and Services:

The Family Focus collection is housed in a bright, toy filled room adjoining the children's department on the second floor of the library. This room was professionally designed, painted, and renovated. Among the large variety of toys and educational materials in the room is a puppet theater built and donated by the spouse of a staff member. Next to this room is an art activity room decorated with children's projects. Parent-child workshops are held in a spacious auditorium in the basement of the library. This location makes it possible to set up a number of different play areas so parents and children can choose from a variety of activities. The Library Board agreed to donate its large board room to the Family Focus Center and fund the renovations for turning this lovely but formal space into a family-friendly area. The Board is currently considering purchasing additional space in downtown Glens Falls for the children's programs.

As of July 1994, the Family Focus Center's parenting collection included 1,494 books and 208 videos. Approximately \$7,000 worth of videos were on loan from the Upper Hudson Pre-Natal Services Network because the network considered the library, which is open seven days a week, an effective and accessible distribution point. Parents are made aware of special topics addressed by the collection through bibliographies developed by the reference department on topics such as positive discipline, learning

disabilities, and attention deficit disorder. The collection also contains audio-cassettes, magazines and brochures from community agencies, and other print material. As part of their grant, Crandall Public Library purchased the *MedLine* and *ERIC* database to provide access to up-to-date information published in professional journals and books. Requests for copies of articles sent to Glens Falls Hospital are generally filled within a day and faxed back to the library. Materials from the Family Focus Center collection are readily available through interlibrary loan to libraries in the surrounding four county area. Libraries in the Mohawk Valley Library System also have easy access to these materials through interlibrary loan.

At the time of NYLA's site visit, the Family Focus Center had hosted five (5-week) workshops for parents and toddlers together. Another workshop was held for infants and their parents. Three series of workshops were held for parents only. A support group for parents of children with developmental disabilities, established early in the project, has spun off and now meets informally on its own. One user reported "The parenting workshops are informative as well as the many books and magazines. I'm glad everything is free and am grateful that we have this in our community."

Community agency linkages have assisted the project in many ways. Often these linkages are reciprocal. In addition to the benefits of collaboration with the pre-natal services network and Glens Falls Hospital mentioned above, professionals from other agencies or independent practice have volunteered their time to facilitate the parent workshops. Resources at the parent-child workshops have provided assistance in the areas of speech and language, child development, movement, music and play, and nutrition. Outreach to teenage mothers has been made possible through the local BOCES. Networking with community agencies has both increased awareness of the program and increased library use by parents and professionals. A staff member of the Warren County WIC program reported referring "over 100 parents and received only positive feedback." Social workers from the Department of Social Services and the courts refer parents to the workshops or bring them into the library personally. Videos are borrowed by local agencies for staff training and client use. A staff member of the Cornell Cooperative Extension (Warren County) wrote in the Center's satisfaction survey: "Since our organization could not afford the videos I wanted to use, it was convenient to find out you had them and that they could be borrowed."

Mid-Hudson Library System
103 Market Street
Poughkeepsie, NY 12601
(914) 471-6060

Contact: Riistina Wigg, Children's Services Consultant

Geographic Area Served:

The Mid-Hudson Library System coordinates services among seventy-one autonomous public libraries within Columbia, Dutchess, Greene, Putnam and Ulster Counties. These five counties include rural, small town, small city and suburban communities.

1993 Library Data for Adriaance Library:

Total book holdings: 140,157
Juvenile books as a percent of total books: Not Available
Total circulation: 307,514
Total library budget: \$1,179,438

Target Population of the Parent Resource Center:

- Prospective parents
- Parents of children with developmental disabilities
- Caregivers
- Community organizations
- Pregnant teenagers

Collection and Services:

The Mid-Hudson Library System serves seventy public libraries and branches in a five-county region. The DDPC grant was the first external funding opportunity the System sought to develop services addressing needs of children with developmental disabilities in member libraries. Major accomplishments of the initiative, Growing Together: A Good Beginning at the Library, including building four satellite parenting collections; developing and distributing comprehensive resource material on parenting developmental disabilities to all member libraries; building networks with community based organizations serving children and families; and raising staff awareness through system-wide training on the needs of families with children with disabilities as well as strategies to serve them better.

The Mid-Hudson Library System grant provided for the development of parent resource centers in children's reading rooms in central libraries located in four of the counties it serves: Adriaance Memorial Library in Dutchess County, Mohapac Library in Putnam County, Kingston Area Library in Ulster County, and Hudson Area Library in Columbia County.

Librarians in the four centers invited representatives of community organizations to view and evaluate videos for possible acquisition. As a result of this contact, professionals and community leaders altered their perceptions of the resources available in libraries and the role libraries can play in serving children with special needs and their families. Further, librarians learned about the impact of developmental disabilities on families and developed criteria for evaluation of materials for this audience. Librarian interest in collaborating with other groups to address the needs of these families grew.

This System invested a significant amount of its collection development dollars in the purchase of videos rather than books, as originally planned. After assessing the needs and preferences of target

groups with low literacy levels, to parents too busy to read, and to many individuals who preferred to learn through this medium. A videography was developed and shared with all system members and with other libraries awarded DDPC grants. The Mid-Hudson Library System has a computerized scheduling system that enables individuals and community organizations to request materials for a certain date up to a year in advance. Duplicate copies of all videos available in the satellite collections were purchased for the central System collection in order to make it possible 1) for agency staff to schedule videos for workshops, and 2) to enable patrons of all member libraries to borrow the tapes through their local library. System staff worked in conjunction with staff of all four parent resource centers to select materials.

It may be useful to note how important it is to have someone in each library-based parent resource center who is the committed catalyst for its implementation. In the Adriance Memorial Library example, the coordinator sought to build a parent resource center in her library having identified a gap in the Adriance collection: There were no materials for parents at risk of having children with developmental disabilities and only a small general parenting shelf of books on child development. The grant enabled her to build a comprehensive, user friendly collection of books, videos, magazines and pamphlets responsive to community needs. She joined local committees to position the library to better reach and serve target groups, such as pregnant teenagers. In addition her library successfully competed for a \$14,000 award from the NYS Education Department to conduct parenting workshops, thus expanding on the programming made possible through the System's Award.

The System expended a major effort to inform community organization staff who could publicize library resources to people who don't usually use libraries. In an initial survey, agency staff were asked to identify groups who might use this service, evaluate their use of libraries up to this point and recommend books and video tapes that libraries should add to their collections. Three issues of a newsletter describing the project were sent to a six-hundred name mailing list which included pediatricians, chairs or Preschool Committees on Special Education, parent educators, public health nurses, nursery schools, day care centers and others. These groups were asked to distribute the videography and brochures describing the parent center in that county to their clients.

Because publicity about the Growing Together project was distributed widely throughout the System area, it was very important to include resources in all member libraries. A reference notebook which serves as a portable vertical file on early intervention and prevention of developmental disabilities was distributed to each member library. Member libraries also received a core collection of books purchased with state outreach funding. The Library System sponsored sensitivity training on developmental disabilities for staff in member libraries. This voluntary and well-attended training promoted increased understanding and knowledge, helping staff respond to the special needs of families with parenting issues.

The Mid-Hudson Library System is currently evaluating their project. This data will be used to inform future activities. The System Director stated that "once you start this type of program, you have an obligation to continue."

**Onondaga County Public Library System
The Galleries of Syracuse
447 S. Salina Street
Syracuse, NY 13202
(315) 448-4700**

Contacts: Sari Feldman, Head of the Central Library
Rosalind Napier, Coordinator of Youth Services

Geographic Area Served:

The Onondaga County Public Library System serves residents and public libraries throughout Onondaga County. The main and satellite sites of this project were located in the west and southwest areas of the city of Syracuse. The project also served communities throughout the county including suburban, small towns and rural areas.

1993 Library Data:

Total book holdings: 641,261 (central, branches, and satellites)
Juvenile books as a percent of total books: 21%
Total circulation: 1,873,063 (central, branches, and satellites)
Total library budget: \$10,386,248 (central, branches, satellites, and system services)

Target Population of the Parent Resource Center:

- Economically disadvantaged families
- Parents of children with developmentally disabled children
- Parents and caregivers
- Community organizations

Collection and Services:

Prior to receiving the DDPC RFP, the Onondaga Public Library System made a decision to focus library services on families and to expand collaborative activities with community agencies working with families and young children. The grant enabled staff to expand programming and respond to agency and family needs they had perceived. The grant brought the family service role of the public library to the forefront.

The Coordinator of Children's Services for the System convened a committee of community agencies to assist the library in shaping the proposal that would ultimately be submitted. This twenty person committee became a task force for the project, and assisted throughout in refining the program to promote responsiveness to community needs and services for the target populations. The task force also became important advocates for the program. Committee members included representatives from groups such as the DDSO, Infant Mortality Project, and Syracuse City Schools.

The DDPC grant enabled the System to establish a parent resource center in the Hazard Branch Library as well as two satellite collections in the Mundy Branch Library and the Southwest Community Center. The collection included books for adults, catalogs and directories, pamphlets, and videos for adults and children. The videos were recognized as a critical resource for many in the targeted groups who have low reading levels. The collection is inclusive: materials on child development, developmental disabilities, pregnancy, discipline, and health issues all are available.

The parent resource center, named "THE PIRL" (Parent Information Resource Library), is a private room within the Hazard Branch Library which is cheerful and comfortable. Toys are available, as is a play pen, to occupy young children while their parents browse or read. The room contains a video viewer for patrons without access to a VCR or who wish to preview the videos at the library. A computer is also available though librarian assistance is necessary for its use. The Mundy Branch has located its smaller special parenting collection near its children's reading room. The focus of Mundy's collection is Spanish language books and videos. The Southwest Community Center Library, a satellite site, offers a special collection "For Parents" within a multiservice center setting. The focus of this collection is African-American resources. Agencies within the center include Head Start, a Pre-K program, WIC, afterschool programs, a parent center serving individuals mandated to seek parenting education as well as teen parents, and a senior center. The library's resources are available to all the Center's components as well as to the public.

The project also held educational workshops on parenting issues, such as positive parenting, and forums providing opportunities for parents to meet with a broad range of community agency representatives. Sensitivity training sessions on serving families with developmental disabilities were conducted for library staff throughout the system. Staff are actively working on establishing an electronic "discussion group" through a computer network to connect parents with area professionals (such as a pediatrician and a child development specialist). Parents will also be able to talk with each other.

Significant publicity was sought for the PIRL which opened officially in February, 1994. The parent resource coordinator did extensive networking with community agencies and facilitated collaboration with other programs. She reports that many more professionals are sending and/or bringing their clients to the PIRL and that more patrons are traveling to the branch from around the city to use the resources now available.

The Onondaga Library System is actively seeking funding to continue and build parent resource services. Some monies have been budgeted for 1994-95 for parent resource collection development at the Hazard Branch. A partnership with the Syracuse City Schools will financially support a parent education consultant at the library.

Port Washington Public Library
One Library Drive
Port Washington, NY 11050
(516) 883-4400

Contact: Denise Brady, Parent Center Program Coordinator

Geographic Area Served by Library:

Port Washington Library serves the town of Port Washington, a large suburban community on the North Shore of Long Island.

1993 Library statistics:

Total book holdings: 131,573
Juvenile books as percent of total books: 27%
Total circulation: 319,521
Total budget: \$3,676,410

Target Population of the Parenting Resource Center:

- Children with developmental disabilities and their siblings
- Parents of children with developmental disabilities
- Prospective parents
- Pregnant teenagers

Collection and Services

Port Washington Library is a spacious, contemporary building with a commanding view of the Long Island Sound. The DDPC grant was seen as an opportunity to broaden the library's reach to populations that were considered underserved such as children with developmental disabilities and their parents, and the Hispanic and African American communities. The library took a number of important first steps to enable them to accomplish this goal. One of the first things Port Washington Library did was to establish an advisory council, seeking their help in outreach to nontraditional users. The council also provided advice about building the library's parenting collection with materials most appropriate for their target population. Another early activity was to hire a Hispanic outreach coordinator who would know the culture of those they hoped to reach. The library also brought in a training consultant from SETRC-BOCES to raise the awareness of staff to the difficulties that people with developmental disabilities often have using the building, and its resources such as copying machines and computers.

The library located the Parenting Information Center's book collection on the third floor near the library's English as a Second Language materials rather than close to the large children's room on the first floor in an attempt to better reach the Hispanic community. However, books on children's education which were in the children's room prior to the grant, remained there. The main focus of the new parenting collection is general information for parents, with a special emphasis on information for parents of children with developmental disabilities. Books, periodicals, and pamphlets are shelved together in a quiet corner of the library. A sizeable number of publications in Spanish were ordered. Parenting videos are shelved with the library's main video collection. The reference department's computer contains a data base of information about human services available to Nassau County residents which was purchased from the Middle Country Public Library.

The Parent Information Center staff has met with professionals from a variety of community organizations to provide services that are needed by their target populations. These have included the Special Education PTA, the Early Childhood Direction Center, the school district's pupil personnel services, the Port Washington Counseling Center, and the Port Washington Pre-K Program. This outreach to community groups has lead to joint activities and programming. For example, the Port Washington Parent Resource Center uses the library for interim programming for two months when their outreach program ends because "people feel comfortable with the library." With funding from the DDPC grant, transportation is provided for parents who would otherwise be unable to attend this program. Working with another group, the library invited parents to meet a senior case manager from the Early Childhood Direction Center in the children's room to discuss any concerns about the physical, behavioral, or emotional wellbeing of their children. The case manager was also a resource at two hearing screenings offered at the library. The library also jointly sponsored a six-week workshop with the local Pre-K program. Furthermore, the library conducted educational programs for the community at large on topics including educational advocacy, child development, and sexual development and the developmentally delayed adolescent. Workshops were translated into Spanish simultaneously or were repeated in Spanish. Additionally, the parent resource coordinator and outreach worker made extensive one-to-one contacts within targeted communities both to gain information on community needs and to encourage participation in library programs.

Port Washington Library's Parent Information Center and computer department will soon obtain adapted computer hardware and software for children with developmental disabilities. To meet the needs of mainstreamed special education students, who according to their teachers often do not have sufficient computer time at school, the library is planning to purchase some of the same software programs so students can continue their studies at the library.

APPENDIX B

SAMPLE TIMELINE FOR IMPLEMENTING A LIBRARY-BASED PARENT RESOURCE CENTER

IMPLEMENTATION OF A COMPREHENSIVE TIMELINE: THE FIRST

	MONTHS 1 - 3	MONTHS 4 - 6
Staff	Hire/assign parent resource center staff Begin planning with inter-departmental team Report on progress to Library Director and staff in staff meetings and informally.	Meet with interdepartmental team. Share updates at staff meetings. Inform all library staff of progress.
Advisory Committee	Identify and invite key representatives of agencies, advocacy organizations and support groups. Include library staff. Hold a meeting to outline goals and objectives. Seek group input on community needs, resources, recruitment, etc.	Hold regularly scheduled meetings. Review and evaluate progress. Include new members representing target group(s) or key agencies as appropriate. Work with individual members as needed.
Space	Determine needs. Plan Space. Work with contractors as needed to renovate space.	Complete renovation.
Program Development		
Planning	Visit at least one parent resource center in another library with your staff team. Call other parent resource centers to discuss their experiences in developing a program.	Seek input and share resources as needed with other libraries.
Collection Development	Weed current collection of outdated material. Merge relevant collections, e.g., books in adult and children's sections. Seek advice from community service providers and parents regarding potential book and video acquisitions. Gather and review bibliographies.	Order print and nonprint material. Catalog new acquisitions. Conduct focus groups with key agency and parent group representatives to preview material. Collect brochures and flyers from community service providers.
Educational Programs	Determine the type of educational programs you want to provide. Reserve room space	Hire facilitators for programs. Invite resource experts to volunteer in programs. Make childcare arrangements Prepare program materials. Recruit participants

PARENT RESOURCE CENTER EIGHTEEN MONTHS

* → " Indicates continuation of preceding activity

MONTHS 7 - 9	MONTHS 10 - 12	MONTHS 13 - 15	MONTHS 16 - 18
→	→	→	→
→	→	→	→
→	→	→	→
→	→	→	→
→	Evaluate progress Seek ideas for funding to address program gaps and continuation.	→	→
→		Review space needs for programs.	→
→	→	→	→
→	→	→	→
→	→	Place orders based on observed gaps in collection.	→
→	→	Review newly published material.	Develop bibliographies of your collection (videos or books on special topics).
→	→	Conduct focus group if needed.	
→	→	→	→
Conduct program(s).	Conduct/cosponsor programs	→	→
Confirm availability of experts.		→	→
Confirm childcare.	→	→	→
Send out reminders to target group participants between session.	→	→	→

IMPLEMENTATION OF A COMPREHENSIVE TIMELINE: THE FIRST

MONTHS 1 - 3

MONTHS 4 - 6

Program Development (Cont'd)

Information
And Referral
Service

Collect pamphlets from local
organization and other relevant
resources.

→

Identify technology related needs of your
program, e.g. computer hardware,
software, databases.

→

Identify useful adaptive equipment or
special computer programs.

Order computer hardware and software.
Make arrangements for installation and
training.

Establishing Community Linkages

Promote
Awareness

Schedule meetings with local agencies,
networks, and associations to inform
them of this new initiative.

Visit and call community contacts.

Seek informal input.

Present at and/or attend relevant school
and community meetings.

Become involved in community associations, join
service networks and local boards.
Be known to others.

Make phone call to introduce the
program and seek input.

Outreach

Identify gatekeepers to target group communities.
Seek input on program design and recruitment.

Meet with local groups serving target
audiences. Personally invite potential
participants to the library.

Public Relations

Encourage Advisory Committee to
inform others about this project.

Prepare flyers and program announcements.
Distribute new announcements. Place articles
in newsletters, newspapers, etc.

Training and Technical Assistance

Attend local programs on topics relevant to the
program, e.g. the ADA, public relations,
grantwriting and child development issues.

→

Assess training needs of library staff in order to
increase their skill and comfort in serving families
and new target groups.

Conduct inservice training on parent resource
center concept; sensitivity training on assisting
families with children with disabilities.
Target to staff at all levels.

Seek library system support for joint programs
on parent resource center issues for member
libraries.

Evaluation

Determine the types of feedback needed to measure
achievement of goals and objectives. Development
appropriate evaluation procedures and instruments.

PARENT RESOURCE CENTER EIGHTEEN MONTHS

" → " Indicates continuation of preceding activity

MONTHS 7 - 9	MONTHS 10 - 12	MONTHS 13 - 15	MONTHS 16 - 18
→	→	→	→
→	→	→	→
→	→	Install Systems.	→
→	→	Train staff and patrons.	→
→	→	→	→
→	→	→	→
→	→	→	→
→	→	→	→
Cosponsor programs with gatekeeper organizations.		Evaluate and refine strategies for reaching targets.	→
Design and distribute handouts, e.g. bookmarks.	→	Develop a program brochure (bilingual if applicable).	
Seek feature story			
Hold open house.			
→	→	→	→
→	→		→
Collect program participant evaluations. Review and discuss.	Review educational program participant evaluations		Hold focus group with patrons.
Invite patron feedback on collection.	Track borrowing patterns using library-generated data. Recommend changes in library procedures if needed to facilitate use.		Develop and disseminate an evaluation summary.

APPENDIX C

READING LISTS ON THE DEVELOPMENT AND IMPLEMENTATION OF LIBRARY BASED FAMILY SUPPORT SERVICES

**READING LISTS PROVIDED
BY THE
MIDDLE COUNTRY PUBLIC LIBRARY**

TRAINING IN THE DEVELOPMENT AND IMPLEMENTATION OF
LIBRARY BASED FAMILY SUPPORT SERVICES

READING LIST

BOOKS:

Feinberg, Sandra and Kathleen Deerr. The Parent/Child Workshop: A Program Handbook. Bellport, NY: Suffolk Cooperative Library System; 1985.

Greene, Ellin. Books, Babies, and Libraries. Chicago: American Library Association; 1991.

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COURSE CEL #596 PUBLIC LIBRARY SERVICE TO CHILDREN AND FAMILIES

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VIDEOCASSETTES

They Just Want Into Whatever's Going On.

Explores the needs of youth with disabilities in public and school libraries.

It's Very Much Worth It.

Focuses on the implementation of library services and programs for youth with disabilities.

Available from:

Institute for the Study of Handling Developmental
Disabilities
2853 East 10th St.
Bloomington, IN 47405
ATTN: OID

FOR YOUR PARENTS COLLECTION

Biklen, Douglas. *Schooling without Labels: Parents, Educators, and Inclusive Education*. Philadelphia: Temple University Press, 1992.

Greenstein, Doreen. *Backyards and Butterflies: Ways to Include Children with Disabilities in Outdoor Activities*. Ithaca, NY: New York State Rural Health & Safety Council, 1993.

**Inclusive Libraries:
Creating Places That Welcome All Children & Their Families**

**A One-Day Seminar for Librarians
November 3, 1993**

Seminar Packet Contents

- Americans With Disabilities Act. Albany, NY: New York State Office of the Advocate for the Disabled.
- Brault, Linda M. Achieving Integration for Infants and Toddlers With Special Needs: Recommendations for Practice. Infants and Young Children. Vol.5, No.2 (1992):78-85.
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- Mainstreaming, Integration, and Inclusion: What's Causing All the Confusion. The Bridge: Advocacy for the Developmentally Disabled. Vol.II, No.2 (May 1992).
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- Turnbull, Rud and Ann. Including All Children. Children Today. Vol.20, No.2, pp.3-5.
- What Is Assistive Technology and What Can It Do For Me or My Family?; How to Identify Family Needs for Assistive Technology; Technology: A Potential Parity (Equalizing) Tool for Inclusion. From the Key Notes Series distributed by the Access Group, 1776 Peachtree Rd. N.W., Suite 310 North, Atlanta, Georgia 30309.

APPENDIX D

Sample Forms

Community Outreach

Press Releases

Press

Flyers

Announcements

Brochures

Evaluation

Collection Development

COMMUNITY OUTREACH

Newburgh Free Library

124 GRAND STREET
NEWBURGH, NEW YORK 12550 - 4692
914 / 561 - 1985
Fax # 914 / 561 - 2401

OFFICE OF
LIBRARY DIRECTOR

October 21, 1992

Dear Family Advocate:

The Newburgh Free Library received a grant through the New York State Developmental Disabilities Planning Council to develop parent/child workshops for "at risk" families. Presently we are looking to develop non-traditional methods of outreach in order to better serve our target group. The Library needs help from community agencies such as yours to identify and attract families who can benefit from these programs. We will also need your assistance in finding effective resource people who are willing to participate.

These parent/child (birth through 3 years) workshops will begin in mid-January and run for three five-week sessions. The workshops will enable parents to participate with their children in activities and experiences which promote language development, reading readiness and physical skills. The library staff will present these programs and resource persons in the fields of child development, nutrition and fitness, medicine and mental health will be available to consult with parents who have questions and concerns about their children.

I will be calling you by the end of November to answer your questions about this project and ask for your help in finding participating families and resource people. You can reach me at the Library on Wednesdays and Thursdays at 561-1985 ext. 18.

Yours truly,

Jane E. Moss
Parent/Child Workshop
Coordinator



501 Park Street
Syracuse, NEW YORK 13203
(315) 435-4685

TO: All School PTO Presidents

FROM: Chris Johns Kirby, SETRC Parent Educator *CJK*

DATE: January 21, 1993

RE: PARENTING INFORMATION RESOURCE LIBRARY (PIRL)

I'm writing to inform you of an exciting project happening in Syracuse. The Onondaga County Public Library has been awarded a grant to create a Parenting Information Resource Library. The room will be adjacent to the Children's World at the Central Library.

Input from the community is welcomed. If you know of materials (videos, books, software) that would be appropriate for the lending library please forward me the information.

Although the library is for everyone in Onondaga County, there is a special emphasis placed on reaching parents in the near westside and southwest side of the city. If you know of parents who would like to be on the task force please let me know. Involving parents in utilizing the Public Library System will benefit everyone in promoting learning as a lifelong process. I'll keep you updated as the grant progresses.

CJK/jeg

cc: James Bigsby, Vice Principal for Vocational Services
Thomas Colabufo, Director of Pupil Services
Rhoda Freedman, Administrator for Early Childhood Education

SURVEY FOR FAMILY FOCUS CENTER
CRANDALL PUBLIC LIBRARY

Name of Agency _____

Contact Person _____ Phone number _____

1. What is your agency's target population? _____

2. What services does your agency provide? _____

Localities/sites of such services _____

3. Do you offer educational programs and/or workshops? If so, on what topics? _____

Time frame offered - individual sessions versus series? _____

4. Do you specifically address prevention or early intervention of developmental disabilities? _____

If so, in what way? _____

5. What do you see as currently unaddressed or underaddressed prenatal educational issues? _____

6. If the library program were able to address those issues, what do you think might be the best approach? _____

How many of your clients are currently in need of such education or information? _____

How could your agency facilitate their attendance at our library prenatal classes _____

7. What techniques or incentives have you found most helpful in promoting good turnouts for workshops or educational programs? _____

8. Would anyone in your agency be willing to do a workshop for the library prenatal series? _____

Name _____

Topic(s) _____

Availability _____

PRESS RELEASES



MID-HUDSON LIBRARY SYSTEM

103 MARKET STREET

POUGHKEEPSIE, NEW YORK 12601

(914) 471-6060

FOR IMMEDIATE RELEASE

Contact: Ristiina Wigg
Children's Services Consultant

Telephone: 914/471-6060
(8:30 a.m. - 4:30 p.m.)



**Growing
Together**
library-based
parenting
centers

LIBRARIES CAN GIVE PARENTS A LOT MORE THAN A BOOK BY DR. SPOCK

30-50% of developmental disabilities are preventable with early intervention. A grant to the Mid-Hudson region helps parents help their children.

The family is the first to notice when the baby doesn't respond to sounds or begin to crawl. Where do parents go for information? Doctors and other professionals may not have received training in individual disabilities; they don't know this unique child as well as the family does. If a diagnosis is made, parents have more questions. Who helps parents find answers? Where can parents learn how to develop their baby's language skills, or what to do if their child has a developmental problem? "Parents are the experts on their own children," says Nancy Maddox, Family Service Coordinator, Early Intervention Program, Dutchess County Department of Health, "and they need a place where they have the privacy to seek out the information they need."

"Parents are so eager to have information, they almost can't get enough," says Lucy Barbara, Director, Early Childhood Direction Center, Kingston. "When parents realize their baby has a problem, they automatically head to the library."

-more-

MHLS Library Services To Families -page 2

Public libraries in the Mid-Hudson region have basic collections of materials about pregnancy, parenting, child development, and prevention and early intervention of developmental disabilities. Libraries also have available a resource notebook containing information on disabilities like epilepsy, mental retardation, Fragile X syndrome; fact sheets, newsletters, information on how to find or start a support group for parents; lists of state and national resources. Collections in local libraries are the result of a grant to the Mid-Hudson Library System from the New York State Developmental Disabilities Council. Under the grant libraries in Hudson, Mahopac and Kingston have established updated multimedia "parenting centers" with a larger regional center housed at the Adriance Memorial Library in Poughkeepsie.

"We're working with the idea that the whole family needs help," says Children's Librarian Barbara Haymann-Diaz, Adriance Memorial Library. "We want to empower parents to be advocates for their children." Too busy to read? Customers of local libraries can order videotapes delivered to their library from a collection of over fifty titles on subjects like having a healthy pregnancy, baby-proofing the house, developing language skills, or raising a child who has cerebral palsy.

The parenting centers are acting as powerful catalysts for helping our children and families. Library-based parenting resource centers are one example of how effectively libraries can serve as community centers—reaching out into their communities to bring together families, service agencies and much needed information.

Brooklyn Public Library

News

For Release : BROOKLYN PUBLIC LIBRARY OFFERS PARENTING
WORKSHOPS AND PROGRAMS FOR CHILDREN WITH
Contact : SPECIAL NEEDS

Jane Chou (718) 780-7837

Brooklyn Public Library is pleased to present a special four-part workshop for parents of children with special physical, emotional or developmental needs. The workshop begins Saturday, November 13 and will take place at the Macon Branch Library, located at 361 Lewis Avenue at Macon Street. All programs are free and respite is provided by Brooklyn Parents Advocacy Network. As space is limited, please register in advance by calling the library at: (718) 453-3333. To arrange respite care, please call (718) 453-1023.

The program schedule is as follows:

Saturday, November 13 from 1-3 pm

Early Intervention at Home and In School

Presented by Emily Krohn C.S.W., Jodi Behrend, Cathy Ferrigno and Stacy Grant, Early Childhood Special Educators, Brooklyn School for Special Children.

(over)

Saturday, November 20 from 1-3 pm

Community Resources and Family Support

Presented by Janet Holmes and Laverne Newton, Brooklyn Parents Advocacy Network, and Frances Brown, Bedford Stuyvesant Mental Health Family Support Services.

Saturday, December 4 from 1-3 pm

Sexual Development in Developmentally Disabled Youth

Presented by Dr. James Dean, psychologist, Woodhull Medical and Mental Health Center.

Saturday, December 11 from 1-3 pm

Positive Strategies for Behavior Change

Presented by Dr. Norma Haughton, psychologist, Brooklyn Community Counseling Center.

10-6

October 15, 1993

PRESS

At Groton Public Library in March:
Programs for the Family

Storytime for toddlers: for ages 2-3 and a parent or caregiver Thursday mornings from 10-10:30 a.m.
(Please call to reserve a place - limit 10 children)

Saturday Story Hour by the Groton Girl Scouts: for ages 3-8. Saturday mornings from 10:30-11:30 a.m.

Parent's Hour: Program "Play is kid's work: ideas for having fun with your children". Saturday morning, March 27 (program will run the same time as Story Hour)

Program Facilitator:
Sue Perkins, TST BOCES



**Groton
Public Library**

112 E. Cortland St., Groton, NY
(607) 898-5055

The special meaning of "special"

Ask a child what the word "special" means. To most it might describe a special treat or a special car or a special TV program. But how many of us readily know the meaning of the word "special" as in *special education* or *Special Olympics*?

On Saturday, March 12, Mary Mergenthaler, a specialist in disability awareness training, will present two programs for children on disability awareness. The first program, at 11 a.m., is *Special Friends*, a story time presentation for preschool and kindergarten students. These special friends are stuffed animals with special challenges — a frog in a cast, a rabbit with hearing aids, a visually im-

paired bear, and a rabbit with a prosthetic arm.

The second program, at noon, is *Hal's Pals*, a show-and-tell type presentation for second and third grade students. "These dolls want to be your pals," says Mergenthaler, "and it's OK to notice that they are different. We can look at their disabilities and learn about visual impairments, amputations, wheelchairs, and much more."

Free registration for these programs begins March 1 in Children's Room. For further information, call Denise Brady at 883-4400. This program is co-sponsored by the Parenting Information Center.

Parenting Info Center opens

Parenting is the most difficult—and most *important*—job in life, a job for which we receive virtually no training. When a child is born with a medical condition or developmental disability, the job of parenting is often complicated by a lack of information about that child's particular problem.

Parents, naturally concerned about their child's health and development, need a central source of up-to-date information about specific medical or developmental conditions, as well as services for children with special needs. Such information can be easily found in the library's new Parenting Information Center, which will open with an orientation program on Monday, May 17 at 8 p.m.

The Center, supported by a \$50,000 grant from the New York State Developmental Disabilities Planning Council (DDPC), will provide information, materials and programs on parenting and child development, as well as on developmental disabilities prevention, detection, intervention, and coping strategies. Some Spanish-language programs and services will be provided for Port Washington's large Latino population.

Developmental disabilities are disabilities which interfere with a child's long-term development and functioning. According to the DDPC, many parents who begin to suspect that their child may have a problem look first to their public library for information. The DDPC provided funding to establish parenting information centers in 5 public libraries around the state, including Port Washington, to ensure that parents will find the information they need.

In order to provide information for all of Port Washington's parents and prospective parents, the library's Parenting Information Center will include the following features: Multi-media materials on parenting, child development, and developmental disabilities, including materials in Spanish; a computerized database of human services (located in the Reference Room); regular visits by staff from Directions Center to provide information, referral and case management for parents of disabled children, in both English and Spanish; educational programs on parenting, pre-natal care, and disabilities; outreach to make sure all groups in Port Washington are aware of the services of the Parenting Information Center; transportation to and from the library's Parenting Information Center programs and services for those who would otherwise be unable to get here; a Parenting Information Center Advisory Council made up of local parents and professionals to advise the library Board on library services for parents.

Visitors to the May 17 program will hear more about its services from some of the people who will provide them, including coordinator Cecilia Escamilla-Toquica (who will also do outreach in the Latino community), and a Directions Center representative. Refreshments will be served.

Further information about the Parenting Information Center is available from adult services librarian Cathleen Towey at 833-4400 Ext. 148.

Sand Lake library offshoot centers on parents' needs

By Jennie Heffner
The Record

SAND LAKE — While most libraries carry information on child-rearing and on children with disabilities, there is a specialty bookstore of sorts open in the town library.

And while the 43 Main might seem an unlikely place for such a wealth of information, the Sand Lake Town Parenting Center is attracting a large number of parents who have lots of questions to be answered.

The parenting center is the only one of its kind in the Capital District. The next closest library parenting center is in the Crandall Library in Glens Falls, according to Coordinator Dawn Barthel.

Barthel, who works part-time, said she is proud of the month-old center.

Contained in the 10-by-12-foot open space are more than 200 books by child-rearing experts dealing with both common and uncommon problems parents and caregivers face. Files include hundreds of organizations, support groups, treatment centers and

agencies where help is offered locally and nationally.

Magazines, books and self-help video tapes are available for borrowing.

The center has material on normal growth and development, autism, Down syndrome, hearing impairment, working parents, education, learning disabilities, cerebral palsy, mental retardation, special education, death and grieving, teen parenting and other topics with books that cover all ages from prenatal through the teen years.

Barthel said the space is designed to allow parents to seek information and help in a non-threatening atmosphere during daytime and non-business hours, since many families have both parents working.

Many parents already feel pressured by doctors, counselors and other professionals, she added. Harried parents also can seek information to reassure them that their youngsters are developing normally.

Books, leaflets, pamphlets, video and referral information deal with a wide array of subjects. In

cluded are information on dealing with disabilities and where to find nursery schools, special schools and clinics. Special information on teen-age parenting is available. Other topics include helping a child with depression, understanding divorce, death and grieving, and discipline.

The library also offers copy services and interlibrary loan service for books not in the center.

Saturn 2 software developed by the state Department of Health and the Office of the Advocate for the Disabled is available on a laptop computer and can match needs for services with services available.

The library's regular hours are: Monday through Thursday, 10:30 a.m. to 8:30 p.m.; Fridays, 10:30 a.m. to 6 p.m.; and Saturdays, 9 a.m. to 3 p.m.

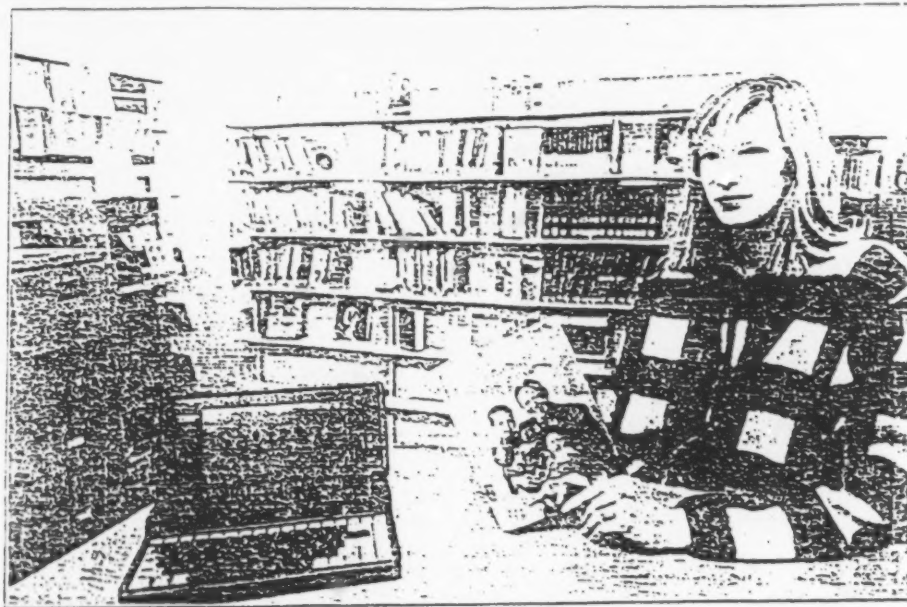
The center does no counseling, but offers information. Center services are free, and while Rensselaer County and southern Rensselaer County residents are targeted, the center will serve anyone who needs help.

Library cards are issued imme-

diately so patrons can borrow books and self-help video tapes.

The center has a toll-free number for those for whom the Averill Park number would be a toll call. The number is 1-800-750-1535.

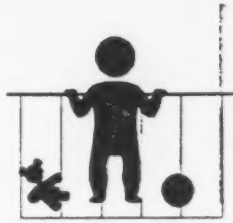
The center is funded by a \$4,999 grant from the Developmental Disabilities Planning Council for library-based parenting centers.



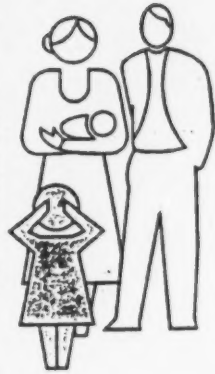
Mike McMahon/The Re

PARENTAL RESOURCE: Dawn Barthel, coordinator of the Parenting Center at the Sand Lake library, displays some of the references available for patrons' use.

Parent and Toddler Time



Jueguen y Aprendan
en la Biblioteca de Newburgh



Una Invitacion Especial

Para familias con ninos de nacimiento
a 3 anos que no han asistido a un programa
pre-escolar en la biblioteca.

**Pase tiempo con su nino.*

**Jueguen juntos.*

**Crean arte, hagan musica y compartan libro.*

**Compartan una merienda.*

**Conozca personas nueva en la biblioteca.*

Profesionales de la comunidad estaran presente
para contestar preguntas sobre el habla y vido,
abilidad fisica, nutricion y comportamiento.

**Llame la Biblioteca para informacion
como registrarse.**

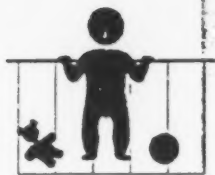
Este programa cubre 5 semanas y se llevara a
cabo los Viernes de 10:30 a.m. - 11:30 a.m.

Puede registrarse en la Biblioteca,
Lunes a Viernes de 9 a.m. - 5 p.m.

Para mas informacion, comuniquese con
los Servicios Juveniles al **561-1985**.

Biblioteca Libre de Newburgh
124 Calle Grand
Newburgh, N.Y. 12550

Parent and Toddler Time



Play and Learn
at the
Newburgh Free Library



A Special Invitation

For families with children from ages birth to 3 years who have not previously attended Library pre-school programs.

- * Spend time with your child.*
- * Play together.*
- * Create art, make music & enjoy books.*
- * Meet new people at the Library.*

Community professionals will be on hand to answer questions about your child's speech and hearing, fitness, nutrition and behavior.

Call the library for registration information.

These 5-week programs are held Fridays,
from 10:30 a.m. to 11:30 a.m.

You can come to the library to register,
weekdays from 9 a.m. to 5 p.m.

For further information, contact the
Youth Services Librarians at **561-1985.**

Newburgh Free Library
124 Grand St.
Newburgh, N.Y. 12550
(914) 561-1985

Workshops for Parents of Children with Special Needs

Saturday, February 6 at 10:00 am

Family Support Services: Getting the Help You Need to Care for a Child with Special Needs

presented by Mary Andreasen, parent resource specialist,
District 75 Parent Resource Center.

Saturday, February 20 at 10:00 am

Special Education: Your Right to Know

an educational rights workshop for parents
presented by Jamal Jbara, Advocates for Children of New York City.

Saturday, February 27 at 10:00 am

Nutrition for Children with Special Needs

presented by Maria Carmen Fisher, director of W.I.C., Sunset Park Family Health
Center of Lutheran Medical Center.

Saturday, March 6 at 10:00 am

Stimulating Your Child's Language Development

presented by Janet Quinones, speech and language pathologist, Centro Bilingue
HOLA, New York Eye and Ear Infirmary.

Programs are free.
To register please call 252-1039.

**Brooklyn Public Library
Sunset Park Branch
4th Avenue at 51st Street**

Sponsored by Brooklyn Public Library's Parent Information Center and presented in
collaboration with the Sunset Park Family Health Center of Lutheran Medical Center.

SEMINARIO PARA PADRES DE NIÑOS CON NECESIDADES ESPECIALES

Sábado, 6 de febrero a las 11 a.m.. Servicios de Apoyo a la Familia: Recibiendo la ayuda necesaria para cuidar un niño con necesidades especiales.
Presentado por Mary Andreasen, especialista en recursos de padres, distrito 75 Centro de Recursos de Padres.

Sábado, 20 de febrero a las 11:00 a.m.. Educación Especial: Su derecho a estar informado; seminario sobre derechos educacionales para los padres.
Presentado por Jamal Jbara, consejero de niños de la ciudad de Nueva York.

Sábado, 27 de febrero a las 11:00 a.m.. Nutrición para Niños con Necesidades Especiales.
Presentado por Maria Carmen Fisher, directora de W.I.C., Centro de Salud Familiar de Sunset Park del Centro Médico Luterano.

Sábado, 6 de marzo a las 11:00 a. m.. Estimulando el Desarrollo Lingüístico del Niño.
Presentado por Janet Quiñones, patóloga de idiomas y lenguas Centro Bilingüe HOLA, Enfermería de Ojos y Oídos de Nueva York.

Todos los programas se llevarán a cabo en:

La Biblioteca de Sunset Park
5108 Cuarta avenida y calle 51
Brooklyn, NY

Todos los seminarios son gratis.

Para registrarse por favor llamar 630 - 7077.

Todos estos talleres se presentarán en Español

Patrocinado por la Biblioteca Pública de Brooklyn, Centro de Información para Padres, en colaboración con el Centro de Salud Familiar de Sunset Park del Centro Médico Luterano.

Traductor: Pedro Quiñones, Centro de Salud Familiar de Sunset Park. Programa de Educación para Adultos.

JUST FOR KIDS



Saturdays at the Library

**11:00 am
Ages 3-8**

.....
The Child's Place for
Preschoolers with Special Needs

MOVIES

January 16
February 6
March 6

STORY TIME

January 30
February 27

.....
Registration required

The Child's Place
Flatlands Branch
2065 Flatbush Ave. at Ave. P
252-1039

BROOKLYN PUBLIC LIBRARY

"Special Friends" & "Hal's Pals"

A New Approach to Disability Awareness

presented by
Mary Mergenthaler

Program I: SPECIAL FRIENDS is a storytime presentation for preschool and kindergarten students. They are furry, stuffed animals with special challenges, including a rabbit with a prosthetic arm, a monkey in a wheelchair, an elephant with a weight problem, a blind penguin, a deaf bear and a hyperactive squirrel.

Program II: HAL'S PALS is a show-and-tell presentation, recommended for second and third grade students. These dolls want to be your pal and it's OK to notice that they are different. We can look at their disabilities and learn about visual impairments, amputations, wheelchairs, and much more. Hal's pals have a simple rule—see me first then see my disabilities, because I'm me, not my disability.

Sponsored by the Parenting Information Center

Saturday, March 12, 1994

Program I at 11 a.m. • Program II at 12 p.m.

Port Washington Public Library

One Library Drive • Port Washington, NY 11050

883-4400 • Edward deSciara, Director

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY

425 WILLIAM FLOYD PARKWAY, STE. 301 • SHIRLEY, NEW YORK 11967-3492 • (516) 399-1511

SPECIAL TIME

A PROGRAM FOR CHILDREN WITH SPECIAL NEEDS AND THEIR PARENTS

The Children's and Parents' Services Department of the Mastics-Moriches-Shirley Community Library is in the process of developing a special parent-child program. Librarians and early childhood specialists will staff the sessions in which toys and materials for children with special needs will be available. There will be time for play, crafts and other fun-filled activities. The program will be held on Saturday mornings April 9 - May 7, 1994.

This program is for William Floyd School District residents only and pre-registration is required. For information please return the tear-off below to:

Children's and Parents' Services Department
Mastics-Moriches-Shirley Community Library
301 William Floyd Parkway
Shirley, New York 11967
or call Kathleen Deerr at 399-1511, Ext. 266

I am interested in this program and would like more information.

Parent's Name

Child's Name

Age

Address

Phone #

Please include any other information about your child that you feel would be helpful to us as we plan for this workshop.

We plan to offer a **sibling support group** during the program. Please indicate names and ages of siblings who might like to participate.

ANNOUNCEMENTS

**ADRIANCE
MEMORIAL
LIBRARY
CHILDREN'S ROOM**

October 27, 1993

Grand Opening of

The **Parenting
Center**

Books

Videos

Periodicals

Current Information

For Parents

You Are Not Alone

Your Library can help
get the information you need.

(914) 485-3445



**GROWING
TOGETHER**
Library-based
Parenting
Resource
Centers

*This project was made possible by a grant
from the NYS Developmental Disabilities
Planning Council and administered by the
Mid-Hudson Library System.*

BACK

**Parent/Child
Workshops
beginning
January 1994**

Barbara Haymann-Diaz,
Librarian

Children's Room
Adriance Memorial
Library

93 Market Street

Poughkeepsie, NY 12601

(914) 485-3445

HOURS

Monday-Thursday 9A.M.-7P.M.

Friday & Saturday 9A.M.-5P.M.



Printed at the Mid-Hudson Library System

FRONT

"I want a book that shows what the baby looks like as it's growing during my pregnancy."

"What does 'low birth weight' mean and why is it dangerous for the baby?"

"Someone told me to read to my two-month-old baby, but since he can't understand what I'm saying, why should I bother?"

"My three year old won't eat anything but peanut butter sandwiches and milk. Is That OK?"

Parents and caregivers need answers to these and many other questions. Onondaga County Public Library's Mundy Branch and Southwest Community Center Library feature collections of books*, videos*, magazines*, and pamphlets* which provide information on:

- pregnancy
- discipline
- health
- general parenting
- child development
- nutrition
- teen and single parents' special needs

*Many are short and easy-to-understand. Some are available in Spanish.

Items may be used in the library or borrowed for free with your library card.

This publication was supported in part by a grant from the New York State Developmental Disabilities Planning Council.



"PARENT INFORMATION"

at
MUNDY BRANCH

1204 South Geddes St.
Syracuse, NY 13204
435-3797

*Mon., Thurs., Fri., Sat. 9 - 5

*Tues. & Wed. 9 - 9

*Summer hours may vary

&

"FOR PARENTS"

at
**SOUTHWEST COMMUNITY
CENTER LIBRARY**

401 South Ave.
Syracuse, NY 13204
474-6823, ext. 42

*Mon. - Fri. 10 - 5

ONONDAGA COUNTY PUBLIC LIBRARY



BROCHURES

Your Library has
books,
pamphlets,
newletters,
and videotapes
for parents,
grandparents,
foster parents,
and other
people who take
care of children.

If you want it,
we've got it!
If we don't have it,
we can get it.

Parenting Resource Materials

at your local
library



Made possible by a grant from the New York State
Developmental Disabilities Planning Council and
administered by the Mid-Hudson Library System.

PM4/EDPC/BROCHURE/8-94/4000

DO YOU WONDER

...about pregnancy?

...if your baby or
child is normal?

...what is really
important in your
child's first two
years?

...if you are doing
the right thing for
your child?

...how to help your
toddler learn?

...about adoption?



110



111

Your library also has information about how you can help children who are slow walkers or learners, who have problems seeing or hearing, or who have developmental disabilities.

Ask to see the large binder called "Developmental Disabilities: Prevention and Early Intervention — A Resource Notebook." Ask about videotapes that your librarian can get for you.

Get a library card when you visit your local library. Your library may require a photo ID like a driver's license and an envelope or bill addressed to you that you recently got in the mail.

At the same time, ask your local librarian about a FASTCARD which you can use to check out books from other libraries.

A large Parenting Resource

Center is available at the Hudson Area Association Library for your use — even if you don't live in Hudson! Ask your local librarian to borrow materials for you. Or visit the library in Hudson and use your FASTCARD to borrow books and videotapes.



COLUMBIA/GREENE COUNTY LIBRARIES

Hudson Area Association Library
400 State Street
Hudson, NY 12534
Frank Rees, Director
(518) 828-1792

COLUMBIA COUNTY

Canaan Public Library

Branch of Chatham Public Library/518 • 781 • 3392

Chatham Public/518 • 392 • 3666

Claverack Library/518 • 851 • 7120

Germantown Library/518 • 537 • 5800

Hillsdale Public Library Association, Inc.
518 • 325 • 4101

Hudson Area Association Library

Kinderhook Memorial Library/518 • 758 • 6192

Livingston Free Library/518 • 851 • 2270

New Lebanon Library/518 • 794 • 8844

North Chatham Free Library/518 • 766 • 3211

Philmont Public Library/518 • 672 • 5010

Valatie Free Library/518 • 758 • 9321

GREENE COUNTY

D. R. Evarts Library, Athens/518 • 945 • 1417

Cairo Public Library/518 • 622 • 9864

Catskill Public Library/518 • 943 • 4230

Heermance Memorial Library, Coxsackie
518 • 731-8084

Greenville Public Library/518 • 966 • 8205

Haines Falls Free Library/518 • 589 • 5707

Hunter Public Library/518 • 263 • 4655

Palenville Branch of the Catskill Public Library
518 • 678 • 3357 or 518 • 943 • 4230

Windham Public Library/518 • 734 • 4405

What is the PRC?

The Parenting Resource Center was developed as a result of a grant from the Developmental Disabilities Planning Council in conjunction with the New York State Division of Library Development.

The center's purpose is to provide current information on all aspects of parenting. General information is available on:

- *pregnancy and pre-natal care*
 - *family health*
 - *child development*
 - *parenting skills*

Special materials are available on a wide range of *child developmental problems*, with an emphasis on *early intervention and prevention*.

The Parenting Resource Center brings together all of this information in one location for the convenience of its users.



...at the Lancaster Library

The Parent Resource Center provides:

Books - Over 400 are available

Magazine Subscriptions - Ongoing subscriptions to many of today's important parenting periodicals

Videotapes - VCR Videotapes on parenting topics are available for a 7 day loan period

Audio Cassettes - Available for a 7 day loan period, or can be used at a listening station here in the library (inquire at the desk for tape player and head set)

Pamphlets and Brochures - Found in the filing cabinet drawers, available for a 7 day loan period

SATIRN II - Software from the NYS Office of Advocate for the Disabled for use on our IBM computer. Appointments made in advance are recommended - inquire at the desk

Bibliographies - Annotated bibliographies on specific topics will be available upon completion of the initial core collection

Available services include:

- *Special programs on a variety of parenting topics*
- *References and referral*
- *Bibliography updates*
- *Speakers*



The center is located near the
Children's Collection of the:

Lancaster Public Library
5466 Broadway
Lancaster, NY 14086
(716) 683-1120

Hours:

Monday/Tuesday/Thursday
1 p.m. - 9 p.m.

Wednesday & Friday
10 a.m. - 5 p.m.

Saturday
10 a.m. - 5 p.m. (Sept. - June)

Sunday
1 p.m. - 5 p.m. (Oct. - May)

We gratefully acknowledge the
assistance of People, Services
to the Developmentally Disabled, Inc.
in developing this brochure.

MATERIALS AND RESOURCES FOR PARENTS
located on the main level in the reference department*

Computerized databases:

MEDLINE can search more than three thousand medical journal articles for up to date medical information.

ERIC provides access to articles published in over 700 educational journals. The articles contain information on handicapped and gifted children.

SATIRN II is a tool for quickly and efficiently locating resources and services to families with special needs on a local, regional and statewide basis.

INFOTRAC which, in addition to many other subjects, can search magazine articles on child rearing, the newborn, the infant, the premature child, the handicapped child, play groups, etc.

* a reference librarian is available at all times to answer your questions



Also available are:

The New York State "Blue Books" of
children waiting to be adopted

The special bibliographies for parents including:
Attention Deficit Disorder
Positive Discipline
Learning Disabilities
and more to come

Children's Department

Crandall
Public
Library
251 Glen Street
City Park
Glens Falls,
NY 12801

792-1509

open during all
library hours

PARENTING AND CHILDREN'S SERVICES



LIBRARY

Raising children is the most important responsibility of parents. Giving children opportunities for reading, listening, playing and learning is essential to the development of all children. The Children's Department staff recognizes this and provides a variety of services, programs and materials to support parents in this work. We welcome you and your family to explore Crandall Public Library.



FAMILY FOCUS CENTER

Two cheerfully decorated rooms are set aside for the Family Focus Center, located "up the stairs" in the Children's Department. The larger room contains the collection of parenting books and videos, toys, puzzles, a puppet theater, and special interest books for children under five years. This space was designed for parents and children to play together.

The smaller of the two rooms is reserved for creative art activities. The diaper changing table is also located here.

FAMILY FOCUS CENTER COLLECTION

The Family Focus Center's print and video collection provides information on a large number of parenting topics such as prenatal care, family health, positive discipline, and others. Materials on parenting children with special needs are also available. Included are pamphlets and brochures from agencies that serve families in the community. This collection aids and supports professionals working in the human services field as well as parents.

PARENT-CHILD WORKSHOPS *

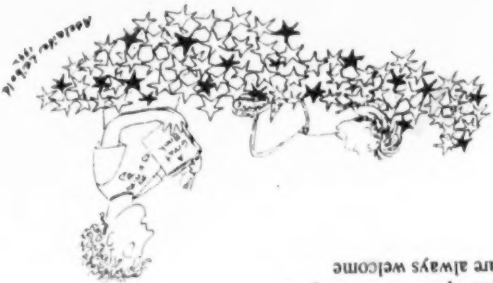
The Infant Workshop
(birth to 15 months)

(16 months to 3 1/2 years)

The Toddler Workshop

These workshops meet once a week for five weeks. Families will meet a different presenter each week. There will be an informal presentation at each session by professionals in the fields of nutrition, child development, speech and language, music and play, and other topics related to parenting. The workshops provide children and parents with the opportunity to use the many unique and educational toys, puzzles, books, and art materials. All programs are free, but because of space limits, pre-registration is required.

* Grandparents and caregivers are always welcome



SUPPORT SERVICES

A Parent Support/Advocacy Group meets on a monthly basis to discuss issues on parenting children with special needs.

The Parenting Series. The Family Focus Center has teamed up with a number of area service providers to develop and present a series of parenting related workshops free to the public. There will be a fall, winter and spring series. Parents or caregivers may sign up for any or all sessions in advance.

OTHER PROGRAMS AND SERVICES OFFERED AT THE CHILDREN'S DEPARTMENT

- * Staff available to answer questions
- * Storytelling and Puppet Programs
- * School visits may be arranged. Please call ahead
- * Regularly scheduled story times for preschoolers
- * Film and Video Programs
- * Workshops: Nature, Music and Movement, Creative Arts
- * Summer Reading Program
- * Ballet Trips to SPAC
- * Professional book collection for teachers and caregivers

GROWING UP IN THE NORTH COUNTRY

This workshop series is produced by the library's Center For Folklife, History and Cultural Programs. Presenters share their own traditions - from Abenaki stories and Swedish Christmas, to Moosewood whistles and fishing flies - helping children to experience folk arts as essential to the daily lives of real people.

THE CHILDREN'S COLLECTION

The library has a collection of over 35,000 children's books and other materials.

picture books
easy readers
non-fiction
audio cassettes
magazines
reference books
large print books
"Big Books"

EVALUATION

MASTICS - MORICHES - SHIRLEY COMMUNITY LIBRARY

PARENT/TODDLER WORKSHOP I EVALUATION

I. MATERIALS

- a. Was the amount of toys provided adequate? Yes___No___
b. Would you like more of any particular type of toy, (i.e. puzzles, large motor toys, infant toys, blocks, etc.)?
(Please indicate)_____

- c. Did you check out any of the parent materials provided? Yes___No___
d. Did you take any of the free handouts? Yes___No___
e. Did you check out any of the children's books, cassettes or video tapes provided in the workshop? Yes___No___
f. What were your child's favorite toys?

II. COMMUNITY RESOURCE PEOPLE

- a. Did you come in contact with the speakers?
1. Librarian, Books and Reading Yes___No___
2. Play Demonstrator Yes___No___
3. Speech Therapist Yes___No___
4. Nutritionist Yes___No___
5. Child Development Yes___No___
b. Did you feel they were a valuable and necessary part of the program?
1. Librarian, Books and Reading Yes___No___
2. Play Demonstrator Yes___No___
3. Speech Therapist Yes___No___
4. Nutritionist Yes___No___
5. Child Development Yes___No___

- c. Comment if you were specifically affected from contact with the resource people:

- d. Would you omit any topic from the program?

- e. Do you have any suggestions for new topics?

III. ACTIVITIES

- a. Did your child participate in the craft activities?
Yes___No___
- b. Did your child participate in the finger plays time?
Yes___No___
- c. General comments:

- d. Do you have any suggestions for future workshops?

IV. PERSONAL EXPERIENCE

- a. As a result of the workshop do you spent more time with:
1. Play with your child? Yes___No___
 2. Talking with your child? Yes___No___
 3. Reading with your child? Yes___No___
 4. Listening to music or singing with your child? Yes___No___
- b. Do you think your child matured in any specific way through attending this program? Yes___No___
- Comment:_____

V. FUTURE PROGRAMS

The library is planning for future programs. The following are some possible topics. Please check off your first four preferences.

How to Select, Screen, and Train a Baby Sitter___

Discipline___

Sibling Rivalry___

Temper Tantrums___

Bedtime Struggles___

How to Develop Self Esteem in your Child___

Children's fears___

Best time to have workshops:

Weekday mornings___

Weekday afternoons___

Weekday evenings___

Saturdays___

We wish to thank you very much for your assistance in completing this evaluation form. Your comments and suggestions will help us evaluate our program and make the necessary changes and improvements. Please provide in the space below any suggestions and/or comments you may have.

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY

425 WILLIAM FLOYD PARKWAY, STE. 301 • SHIRLEY, NEW YORK 11967-3492 • (516) 399-1511

Dear Special Time Parent:

The grant that funded the program you and your child(ren) attended early last spring will be concluding in September. The final part of the grant process is a workshop follow-up.

Enclosed is a short, but very important questionnaire. Please take a few minutes to fill it out and return it in the self-addressed stamped envelope.

We at the library have learned much from your participation and cooperation and hope the new materials and equipment we have added meet your needs and those of your child(ren). A bibliography of what has been purchased with grant monies is being compiled and will be available in the fall. We hope you will continue to make suggestions and educate us as to how the library may better serve your family.

Now for the best news--funding for a Special Time Program for this school year has been secured. The program will be held in the spring of 1994 and will be open to preschool and primary grade children with special needs. Further information will be available in the spring issue of our library newsletter.

We hope you and your child(ren) will continue to use the library and make it a regular part of your family's activities.

Sincerely yours,

Kathleen Deerr & Eileen Curtin
Children's and Parents' Services Dept.

P.S. Please Return the Questionnaire!

KDEC:kk
Enclosures

SPECIAL TIME PROGRAM QUESTIONNAIRE

1. Have you visited the library since the workshop ended?
___ Yes ___ No (If no, please go to question #7)
2. If yes, what was the reason(s) for your visit?
 - ___ To find information related to my child's condition
 - ___ To select other materials for myself
 - ___ To select materials for my child
 - ___ To select materials for my other children
 - ___ To attend a program:
 - ___ for myself
 - ___ for my child with special needs
 - ___ for my other child(ren)
3. Has your child visited the library since the workshop ended?
___ Yes ___ No
4. Has your child participated in any summer library programs?
___ Yes ___ No
5. If yes, what program(s)? _____

6. How often have you and/or your child visited the library during the past four months?
 - ___ 1-4 times
 - ___ 5-8 times
 - ___ more than 8 times
7. Please indicate the reason(s) you have not visited the library
 - ___ no transportation
 - ___ didn't feel comfortable at the library
 - ___ didn't think there would be appropriate materials or activities for my child
 - ___ other __________

Please return this questionnaire in the enclosed self-addressed stamped envelope.
Thank you for your time.

WORKSHOP EVALUATION

WE WOULD APPRECIATE YOUR COMMENTS:

What I found most helpful was:

My overall reaction to this program:

Excellent	Good	Poor		
5	4	3	2	1

What I found least helpful was:

I would like to know more about:

This workshop could have been improved by:

I attended this workshop as a:

- ☐ parent
- ☐ grandparent
- ☐ child-care professional
- ☐ other

The library should offer a workshop on:

Other comments:

Upcoming Events:

COLLECTION DEVELOPMENT

MASTICS-MORICHES-SHIRLEY COMMUNITY LIBRARY

425 WILLIAM FLOYD PARKWAY, STE. 301 • SHIRLEY, NEW YORK 11967-3492 • (516) 399-1511

March 22, 1993

Dear Parent:

We hope you and your child(ren) are finding the Special Time Workshop supportive, enjoyable and informative. As you know this program is being funded by a grant from the Developmental Disabilities Planning Council of New York State.

One of the grant objectives is to find out what materials you would like the Community Library to provide for you and your child. These materials can include books, newsletters/magazines, videos, adaptive toys, computer software or anything else you would find useful.

Please use the attached form to indicate what you would like us to obtain. It is not necessary that you identify each item individually. You can simply say I want more information on _____; or I would like an adaptive toy that does _____. If, however, you do know specific book/video titles and names and manufacturers of adaptive toys, please share that with us.

We look forward to getting your materials suggestions as well as any other input and observations as to how the Community Library can better serve you and your family.

Sincerely,

Kathleen Deerr, Dept. Head
Children's and Parents' Services

KD:kk

MATERIALS SUGGESTIONS

BOOKS:

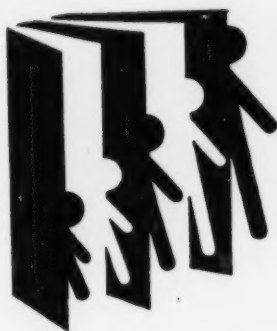
MAGAZINES/NEWSLETTERS:

VIDEOS:

ADAPTIVE TOYS:

COMPUTER SOFTWARE:

OTHER:



GROWING TOGETHER

A Good Beginning
at the Library

Library-based
Parenting Centers

Videocassettes
recommended for purchase

Evaluation

Title _____

Producer/Distributor _____

Recommended for addition to library-based parenting centers? Y/N

1. CONTENT	Excellent	Good	Fair	Poor
Suitability of presentation to subject	_____	_____	_____	_____
Clarity of presentation	_____	_____	_____	_____
Originality/creativity	_____	_____	_____	_____
Accuracy of facts	_____	_____	_____	_____
Datedness/Trendiness	_____	_____	_____	_____
2. POTENTIAL USE				
Work stimulates interest in subject	_____	_____	_____	_____
Appropriate for audience	_____	_____	_____	_____
Holds attention/length	_____	_____	_____	_____
Rate in relation to others on the same subject	_____	_____	_____	_____

3. TECHNICAL QUALITY

Script/Concept	Excellent	Good	Fair	Poor
	_____	_____	_____	_____
Organization/Continuity	_____	_____	_____	_____
Camera work	_____	_____	_____	_____
Sound quality/Soundtrack	_____	_____	_____	_____
Performance/Narration	_____	_____	_____	_____
Editing	_____	_____	_____	_____

Summarize briefly and clearly your reactions to the work. Be specific in your criticism.

Names/Agency/Telephone Numbers of evaluators:

Return by December 18 to: Ristiina Wigg/Good Beginning, Mid-Hudson Library System,
103 Market Street, Poughkeepsie, NY 12601 914-471-6060



103 Market Street • Poughkeepsie, NY 12601-0000
Ph: 914-471-6060 • Fax: 914-454-5940
E-Mail: ny000505@mail.nyser.net

Frank Van Zanten
Director

November, 1992

Dear Agency Administrator:

We would like your help and the help of your staff members who work with parents. The Mid-Hudson Library System has received funding from the Developmental Disabilities Planning Council to establish *Growing Together: a Good Beginning at the Library*. This project will build library-based parenting centers in Poughkeepsie, Mahopac, Kingston and Hudson. The collections will include multimedia materials produced for parents about child development, parenting, and prevention and early intervention of developmental disabilities. The program will take advantage of libraries' universal appeal and ability to make all types of materials easily accessible to prospective parents and parents facing a wide range of developmental situations. The grant will assist us to reach into the community to provide special materials on pregnancy, parenting, nurturing, development of functional competencies and child maturation. These materials will be available for agencies to borrow for use with parents as well as for direct loan to parents.

We would like your suggestions for materials to purchase for use by parents. Please ask all of your staff members who work with parents to fill out the attached questionnaire. Make additional copies if needed. With your help public libraries can provide parents with the information they need to 1) prevent disabilities; or 2) begin early intervention for children who have a disability.

Sincerely yours,

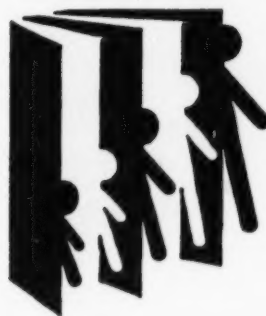
Ristiina Wigg,
Children's Services Consultant

BOARD OF TRUSTEES

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Irwin Fredman
Carroll MacGahan

Linda Mattis
Regina Morini
Richard Paolo
Samuel K. Patton
Helen Savoit



**Growing
Together**
library-based
parenting
centers

Agency Name:
Address:
Phone Number:

Your Name:

Title/Position:

1. Do you work with parents in need of information about developmental disabilities? Yes/No Primary prevention of disabilities. Yes/No
Early intervention. Yes/No
2. What percentage of the children are: ___ 0-5 yrs. ___ 5-12 yrs.
3. Please estimate the percentages of children you work with who are in:
___ Primary homes ___ Foster care
___ Extended family ___ Institutions
___ Other (describe)
4. What type of support/information does your agency provide to parents?
___ Parent meetings ___ Newsletter ___ Home visits

Comments:
5. Do you work with parents who have limited reading ability or education? Yes/No

6. List any books, videos, pamphlets or other materials that you have found helpful. Also include any materials you have always wanted to acquire but have not been able to afford. Please copy the attached evaluation grid as many times as necessary and fill in as much information as you can for each title you are recommending.

7. Have you ever referred parents to the local library? Yes/No

If yes, what was the parent's experience? Were they able to get the information and assistance they wanted?

8. What can you do to help us promote the library parenting centers to your clients?

9. What can libraries do to help make the parenting collections accessible to your clients?

Return by December 18 to: Ristiina Wigg/Good Beginning, Mid-Hudson Library System,
103 Market Street, Poughkeepsie, NY 12601 914/471-6060

APPENDIX E

GUIDING PRINCIPLES FOR PARENT EDUCATION AND SUPPORT PROGRAMS

The Family Resource Coalition's Principles for Parent Education and Support Programs

Family resource programs have emerged since the 1970s as a spontaneous response to the need for more support expressed by parents and the awareness by people who work with families that preventing problems is the most effective approach. Although the settings for programs and the resources they offer families vary widely, one goal is shared by every program: increasing the capacities of all families to nurture their children.

All family resource programs are based on the assumption that parents who are confident and competent in their parenting roles are more likely to raise healthy, productive children. The intentional incorporation of family empowerment in all aspects of a program as a way to enhance child development differentiates family resource programs from other services for families.

The guiding principles of family resource programs and policies reflect a reliance on partnerships with parents.

- The basic relationship between program and family is one of equality and respect. The program's first priority is to establish and maintain this relationship as the vehicle through which growth and change can occur.
- Participants are a vital resource. Programs facilitate parents' ability to serve as resources to each other, to participate in program decision and governance, and to advocate for themselves in the broader community.
- Programs are community-based and culturally and socially relevant to the families they serve. Programs are often a bridge between families and other services outside the scope of the program.
- Parent education, information about human development, and skill building for parents are essential elements of every program.
- Programs are voluntary and seeking support and information is viewed as a sign of family strength, not as indicative of deficits and problems.

For more information about the Family Resource and Support Movement, contact the Family Resource Coalition, 200 S. Michigan Avenue, Suite 1520 Chicago, Illinois 60604, (312)341-0900.

ADVISORY COUNCIL MEMBERS

Joan Cooke
Finger Lakes Library System
Ithaca, NY

Edward O'Connor
Southern Adirondack Library System
Saratoga Springs, NY

Gail Koser
NYS Council on Children and Families
Albany, NY

Marcia Roth
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Clarksville, NY

Anna Lobosco
NYS Developmental Disabilities
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New York State Child Care
Coordinating Council
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New York State Developmental Disabilities
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